

THE IMPACT OF EXPLICIT INSTRUCTION ON ENGLISH INTONATION
IMPROVEMENT IN SECOND SEMESTER PRE-SERVICE TEACHERS OF A SPANISH
AND ENGLISH UNDERGRADUATE PROGRAM

BY

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AFFIDAVIT

I, Deidier Luis Diaz Martínez, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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Abstract

Speech is influenced by numerous features both at a segmental and a suprasegmental level. Intonation, as part of its suprasegmental characteristics, holds a paramount position since it determines to some extent the natural flow of discourse and consequently, communication. Considering this, the present study depicts insights on the impact that explicit instruction has over the improvement of intonation in a group of pre service teachers in the second semester of a Spanish and English language teaching undergraduate program of a public university. An introduction and a rationale have been included to draft a picture of the general aspects concerning the research. The literature review section gathers the most correlated and relevant conceptual perspectives and studies that support the standpoints of this paper. The qualitative methodology adopted aligns the employment of a pre and post survey, a participatory observation description, an oral pre and a post test, and a reading aloud task assessed through a checklist in order to analyze how explicit instructional sessions on intonation caused an impact in the pre service teachers and whether this knowledge was transferred into their oral communicative abilities. The treated group was compared to a non-treated group to analyze behaviors. Findings revealed that explicit instruction notably enhanced the preservice teachers' intonational accuracy in the vocalization of statements, yes-no questions and wh-questions. The sample group equalized the non-treated group and overcame it in other aspects. These outcomes contribute to visualize intonation as an attention-worthy asset of speech, restate the role of teachers as holistic language orienters and encourage further research in the specific area.

Dedication

All I am and do in life I dedicate to Jesus Christ over all. He is the waymaker. Only He makes my faith grow, energizes my soul and mind as He fills my life with the wisdom to achieve what I have achieved until now.

I also want to dedicate this work to my parents, my brother and in memoriam of my sister, Getssy Diaz, who left this world soon before, yet the picture of her smile is still within me.

Let this be the occasion to dedicate my thesis to my dearest friend Triciana Simpson, a woman who has shown me that true friendship really knows no geographic, linguistic or racial boundaries. Her entrepreneurship, vivacity, powerful words and singing always touch my spirit.

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Chapter 1: Introduction

Language learning and teaching classrooms and programs have largely been the center of numerous investigations. Although broad knowledge on related or correlated topics has been brought to light, concerns continue to arise accordingly, as education challenges unfold (Pawlak & Mystkowska-Wiertelak, 2017). A considerable amount of those concerns is closely related with speech and its characteristics, whether segmental or suprasegmental (Alonso, 2018). These latter involve the notion of intonation, which will be directly addressed in this paper through the analysis of the impact it has over speech when it is explicitly instructed in a language classroom.

Although oral use of language is usually seen as an overwhelming challenge by learners and teachers (Locke, 2013), instructive support should be provided for students to gain self-reliance, mastery and autonomy as they learn. This process may entail substantial time allotment as teachers devise the most suitable approach, strategies, activities and resources that consider students' needs and match their learning pace. Not all learners embrace language instruction with the same speed and accuracy as others, some demand supplementary aid to enhance their skills, develop awareness and stand more confident when they are involved in oral interaction. As Darling-Hammond (2008) highlights, "language is a gateway to learning, teachers must understand how students acquire language, so that they can build language skills and create accessible learning experiences" (p. 92). Teachers' instruction, both explicit and implicit, represents a fundamental building block for students to autonomously construct their progress towards language competency development. In the course of instruction, they discover what aspects they need to pick from in order to nurture their growth in the use of the language (Martín-Beltrán, 2012).

When learners are confronted with the topic of intonation, it is possible that diverse issues may arise. Since intonation is a rather “non-tangible” aspect of language, it drives learners to strive for more proficient language mastery as language awareness flourishes, linguistic devices become more practical, sociocultural interactions unveil meanings and interrelationships occur in a comprehensive assembly.

As part of speech, intonation configures speakers’ discourse to offer listeners the intended mood of the message. Rhythm, pitch, and volume are some of the features that characterize the utterances that the listener interprets in order to create meaning. Therefore, intonation does not only inform about the speaker’s sound dispositions in his utterances but also about the attitudes he assumes to negotiate meanings with his interlocutor(s) (Chun, 2002; Couper-Kuhlen, 2018).

When learners are informed about the patterns that a language follows to convey different meanings and intentions in communication, their language acquisition development becomes more evident. Students may see a platform to develop more proximity to how language is used in instruction about intonation – the Vygotskian-like ideal (Wass & Golding, 2014; citing Vygotsky, 1978), given that it combines learning about learning and learning about language itself. Instruction guides the approaches towards language, intonation facilitates the ability to use the language purposefully (Kelly, 2001).

In consonance with the previous view, this paper focuses on the idea that explicit instruction on intonation may have an impact on the communicative oral skills of the target group, a group of second semester students of a Spanish and English undergraduate teaching program at Universidad Popular del Cesar, an institution located in the northeast region of Colombia, in a city called Valledupar. This review respects the fact that the context of research is a hybrid program dedicated to the teaching of the learners’ mother tongue (Spanish) and the

teaching of English as a foreign language. This dialogical relationship pictures an additional asset for a more comprehensive understanding of the aim of this analysis.

The design of this paper considers the following structure: In Chapter 1, the Introduction offers an outline of the general aspects that are estimated as fundamental for the course of the study. It also addresses the significance and pertinent conduction of this analysis through the Rationale as well as a detailed description of the context and the objectives of the study. Chapter 2 reflects on the literature with grounding concepts that are central for this paper and the theoretical stances that enlighten it. Chapter 3 involves the description of the method, namely, the design, instruments and the procedures for data collection. The interpretation and analysis of results are presented in detail in Chapter 4. Then, Chapter 5 discusses the major implications related to the findings. Finally, concluding remarks are addressed according to the scope and achievements of this research, the study constraints and recommendations for future research in Chapter 6.

1.1 Rationale

The process of communication will always picture a matter of constant examination. It accounts for the relationships created among people, the social and cultural constructs that regulate those interactions, and the strategies we employ to negotiate meanings for several purposes within the environment in which we coexist (Richards, 2013). Hence, scrutinizing on language behaviors is a relentless pursuit that appeals to researchers in order to find solutions for localized situations that take place in language learning or teaching settings. As a constituent aspect of language use and communication, the suprasegmental character of intonation affects a considerable percentage of language users having contact with a new language (Farías, 2013; Yangklang, 2013).

This study regards the impact of explicit instruction on intonation improvement among second semester pre-service teachers of a Spanish and English undergraduate program considering the following facts: *(a)* the context of occurrence of this phenomenon holds no pioneers or is incipient, *(b)* further decision-making could be generated for the sake of the improvement of the language learning and teaching processes, *(c)* beliefs, assumptions or conjectures about language learning or teaching in the setting might be subsequently discarded or clarified, *(d)* approaching the object through the notion of explicit instruction may tailor new pedagogical and didactical insights on the language use study-field, and *(d)* this study sets a ground to rethink the way one conceives the development of curriculum in language-oriented programs.

Accordingly, the significance of the current study encompasses two major reasons. The first reason aims towards the context where this research took place. Thus, the context comprised a hybrid undergraduate program, namely focusing on the instruction of two languages simultaneously –Spanish and English in this case-, which portrays a rich setting for examining phenomena that distinctively contribute to the improvement of language pedagogies. The confluence of English and Spanish is one of the multiple examples that exist about bilingualism, where Spanish stands as the first language and English as the foreign language. Under this premise, Martínez Agudo (2012) considers that “an essential point to keep in mind is that both languages (L1-L2) seem to be complementary rather than mutually exclusive” (p. 38). Their coexistence might set a platform to develop further discoveries aiming to support teaching and learning since both language-related and language instruction issues may arise eventually.

The second reason alludes to the notion that there are aspects of spoken language which require deeper understanding and embracing. Intonation is perhaps one of the features of oral interaction that receives less attention since it is -with frequency- implicitly guided through

instruction on pronunciation. Kelly (2001) explains that “it (intonation) is an aspect of language that we are very sensitive to, but mostly, at an unconscious level. We perceive intonation, understand it and use it without having to examine the intricacies of everything we say or hear” (p. 86). Nevertheless, explicit instruction on this matter might yield unexpected outcomes on the manner language use is developed. It is of common knowledge the existence of numerous approaches to mastering language dominions, yet research on its microlevels owns functionality due to the fact that greater improvements could be performed in the field.

1.2 The research context

This study was situated at Universidad Popular del Cesar, a public university located in Valledupar, Colombia. It involved second semester students of a Spanish and English Teaching undergraduate program. Students of this program study an assortment of subjects related to three main disciplines: Linguistics, Literature and English as a foreign language. Thus, English is addressed through seven levels in the curriculum that include the labels: Basic I (first semester), Basic II (second semester), Intermediate I (third semester) and Intermediate II (fourth semester), Advanced I (fifth semester), Advanced II (sixth semester) and Advanced III (seventh semester). Each level can only be developed in one semester.

In the second semester, students were to take two subjects related to English learning. One is Basic English II and the other is Contrastive Phonetics, this subject involved both Spanish and English contrastive study of the general concepts and application of the phonetic and phonological aspects of speech such as speech organs, features of speech, phenomena that occur during speech and the phonological system of English. As lessons in this subject were developed, the data were collected in order to analyze the assumptions that have been adopted in this paper. The ages of the students range from 16 to 31 among young men and women. Additionally, the

curriculum includes the study of intonation as a course unit for learners to develop during the academic period.

In congruence with this framework, the goals that guide this study are: How does explicit instruction on intonation have an impact in participants' speech? and in consequence, What role does explicit instruction have to cause transfer into their English language oral communication skills?

1.3 Objectives

Considering that research contributes mostly to the context where it is conducted, the scope of this study pursued to set a precedent to further nature-like explorations within the geographic and academic area of research. For this reason, it aimed to accomplish the following objectives:

1. Characterize the impact of explicit instruction on intonation over the oral communication of pre-service teachers in the Spanish and English undergraduate program.
2. Analyze how the delivery of explicit instruction may generate transfer into the learners' oral communication in comparison with a non-treated group.

Chapter 2. Theoretical Framework

*“What learners can do with assistance today, they will be able to do on their own tomorrow or at some future point in time”.
(Shrum & Glisam, 2016, p. 24)*

Having specified the justifications that guide this research in Chapter 1, this section analyzes the concepts underlying the need for specific action-taking in language learning issues, the role of teachers and students as instruction occurs, and the implications of explicit instruction in language teaching. Additionally, it reviews the notion of pronunciation as a preponderant constituent of speech, its influence over learners' language use and some approaches to its teaching. Subsequently, this section also assesses the importance of intonation as a pillar to develop competent pronunciation and the pertinence of its explicit instruction.

2.1 The need for instruction in language learning

As in all areas of education, instruction accounts for the pedagogical decisions teachers make in their classroom. It is the core of the work of teaching. It embeds aspects such as the lesson-planning designs aligned with the curricular structure, the didactical assortments adopted, the resources and the assessment frames which are harmonically organized to effectively cover the needs of learners contextually. It is a functional and dynamic practice intended to provide clear and purposeful guidance through the process of learning. Although learning mostly depends on learners, instruction supplies learners with supplementary means that learners use to achieve their several different learning levels. Instruction is a complementary part of learning since it holds the accountability for awakening motivation, perception, acquisition, interaction,

practicality and functionality towards the building of knowledge and the improvement of learners' performances.

Under this umbrella, Cohen (2014, p. 117) explains:

Students can improve both their learning skills and their language skills when they are provided with the necessary tools to:

1. self-diagnose their strengths and weaknesses in language learning
2. become more aware of what helps them to learn the L1 most efficiently
3. develop a broad range of problem-solving skills
4. experiment with both familiar and unfamiliar strategies for L2 learning and use
5. make decisions about how to approach a language task
6. monitor and self-evaluate their performance
7. transfer effective approaches to strategy use to new L2 contexts

Thus, instruction involves an array of procedural assets that enhance learning at different dimensions. It helps to identify the flaws that students may have to confront the ongoing process of learning as well as it equips them with the strategical gears to propel their strengths. Here, critical thinking and autonomy also take place given that learners gain self-reliance in the course of their progress as they can serve from advisory and supervision towards their learning objectives.

In a broader sense, instruction helps to bridge up the gaps that exist in students' learning processes. It is necessary to support learners to adapt and transitively embrace the experiences occurring in the language classroom. When students are instructed, their choices become clearer to pick and facilitate their own monitoring. In addition, transfer into practice might eventually take place if instruction is developed effectively. This effectiveness is reflected upon by

Mohammad Ali (2006), he highlights that “effective teaching derives its methodological principles from studying the classroom practices and processes employed by effective teachers. Effective teachers are plausible enough to control and manage the process of teaching, learning and classroom interaction actively” (p.40). It is this active interaction that instruction is called to promote, for the dynamization and enhancement of learning and therefore, avoid “routinized” classroom practices.

2.2 The instructional role of the teacher

Although there is a plethora of conceptions about what a teacher represents, the most common ones portray him or her as the person who supports, leads, instructs, facilitates and creates the conditions for a person towards the apprehension or knowledgeability of something (Brown, 2007). The role of the teacher has varied throughout time according to the educational tendencies, the uprising demands and needs of society, the unavoidable influence of technology and globalization and the pervasive approaches that have appeared in the history of language education. Freeman (2002) theorizes about the periodic shifts that methodologies have undergone in time, from grammar translation up to the communicative language teaching, and poses teachers as protagonists of dynamism in every stage of language education, not only in reference to content management but also in their multiple developmental competences inside the classroom.

Nowadays, however, it is rather expected that the teacher conducts himself effectively in his practice, especially in the case of English Language Teaching (ELT). For this reason, challenges for teachers have reached up a point where they perform different social-educational roles such as those described by Archana & Kumbakonam (2016). Firstly, teachers are portrayed as learners since their process is lifelong. Their strategical character develops alongside the generation they interact with. Teachers’ instructional practice grows as they are informed of the

learners' perspective on their progress. Here, planning and renurturing are crucial for establishing solid groundings. Secondly, teachers are seen as assessors and evaluators of processes. As assessors, teachers are to provide constant feedback to their students and ensure the correctness of their assessment in order to allow subsequent improvement of techniques in learners' mastery of the language. As evaluators, they need to deliver fairness and purposefulness towards learners' positive expectations rather than their weaknesses.

Thirdly, teachers are managers given that their duties include planning and working under a specific range of time, being skillful at facing classroom issues and leading successful methodological mechanisms. In fourth place, teachers are conceived as facilitators, they should "develop the best learning environment which reflects the students' life in societal, intellectual and linguistic occurrences. As a facilitator a teacher should lay a strong foundation for their personal growth" (p. 2).

2.3 The role of students in language learning

Carter (2006) reflects on the former transmissionist teaching models where content information was the main concern and compares it with the current curricular approaches that equalize the place of learning and learners' roles in instruction. Thus, she remarks the importance of considering learner-centered teaching as an inclusive organizational manner of education. Learners' growth must represent the motivation for learning environments where learner-teacher collaboration occurs to support learners' capacity of making decisions, organizing and controlling their own learning. This premise is not unreal to language learning classrooms since the sense of empowerment and autonomy is an interdependent process characterized by flexibility of adjustment by teachers as a result of learner's response to instruction, this way, students may become better language learners (Diao, 2013). Hu & Zhang (2017, citing Dornyei,

2005) add that students' autonomy is determined by their self-regulation in the process, the degree of active involvement that they are capable of demonstrating.

In concordance, students are to ensure themselves the conditions for their learning, either in explicit-nature or implicit-nature instruction. Pawlak (2017, p. 10) alludes to both in a comparative manner:

In the case of the former (explicit), an autonomous approach is useful because it will aid learners in better grasping the relevant rules, identifying problem areas that may be in the need of attention, seeking out resources that can be instruments in overcoming difficulties or going beyond the homework assignments set by the teacher by doing additional exercises involving specific TL features. However, in the case of the development of implicit knowledge, or accomplishing a high degree of automaticity of explicit knowledge, the ability and readiness to manifest autonomy seems to be a necessary condition for the reason that such a goal is clearly attainable in the severely limited classroom time where numerous objectives need to be pursued.

2.4 Implicit Instruction vs Explicit Instruction

Language instruction encompasses a myriad of models that vary between the use of native language instruction, language immersions, to bilingual-education-like forms (Tracy, 2009). Inside this cluster, there has been long-term discussion over the effects of implicit and explicit instruction to achieve language dominions development. On one side, implicit instruction is characterized by flexibility and dynamism towards learners' centeredness, independency and autonomy in learning; it suggests that learners be involved in communication-oriented

interactional activities whose goal is to attain fluency rather than grammar (Rahman & Ab Rashid, 2017).

In implicit instruction, language devices are grasped in an incidental manner when one is exposed to several learning conditions, thus, knowledge is acquired through a natural, simple unconscious process (Biria & Khodaeian, 2016, citing Ellis, 1994). This type of instruction is delivered when learning includes the employment of environmental structures as well as making no use of deliberate strategies (Biria & Khodaeian, 2016, citing Berry, 1994).

Tu & Talley (2014) illustrate that implicit instruction alludes to the noticeability and further conscious apprehension of items that learners make, the integration of the new inputs into the memory level. They summarize this type of instruction as a manner to embrace knowledge intuitively despite its articulation to other inputs may fall short. Also, Tu & Talley (2016, citing Littlewood, 1998) state that the time proportion at which learners gradually incorporate language elements, their development stages, and their level of competency's direction give account of learning occurrence in some models of implicit instruction. Thus, implicit instruction pictures no simple task but demands a great effort. It requires "careful elaboration of training materials and longer interventions" (Goo, Granena, Yilmaz, & Novella, 2015, p. 445).

As implicit instruction may lead to implicit learning, Ellis (2009) analyzes this latter, and states that it "proceeds without making demands on central attentional resources" (p. 3). The author adds that it is a result of subsymbolic knowledge and the statistical sensitivity reflection that derive from the material learnt in an unawareness state of learning despite the responses in learners' behaviors. Furthermore, Ellis (2009, p. 16-17) refers to implicit instruction when inference of the rules by learners is enabled while providing them with determined model examples which help them to internalize those models beyond the attempt of drawing learners'

attention towards them; hence, it is important to bring learners into enriched learning environments according to the target aimed, which can be “masked” from learners.

In contrast to the previous views, explicit instruction relates to language knowledge and its use. It is “characterized by a series of supports and or **scaffolds**, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved” (Archer & Hughes, 2010, p. 1). Concerning language, explicit instruction helps learners develop level-by-level achievement in regard to the instructional objectives established in the learning process. It opens a landscape for learners to observe the how-to-do-it parts of language and gain independence towards how to apply what they learn.

Ferman & Karni (2014) support the idea that in explicitness of instruction, the apprehension of structures through an active process prevails; and that it entails mnemonics as well as previous consciously guided heuristics and strategies. Also, Tu & Talley (2016) conclude that the predominance of explicitness in Second Language Acquisition (SLA) is feasible given the easy access to written and visual materials and the limited expectations that students have.

The benefit of explicit instruction resides in its influence over the activation of knowledge in the target language structures and the facilitation of learners’ awareness on forms they might further encounter in the activities they develop (Rahimpour & Salimi, 2010, citing Skehan, 1996). This kind of instruction would enhance learners’ capability of noticing the focused forms as they forcefully withdraw the cognitive effect of explicitness (Rahimpour & Salimi, 2010, citing Skehan, 1996).

Research on the favorability of explicit instruction is numerous. Nonetheless, the following table (Table 1) summarizes some of the outcomes researchers have obtained through the implementation of explicit instruction approaches to tackle distinct language dominions:

Table 1. Summary of several research outcomes that show the impact of explicit instruction

	FOCUS	OUTCOMES
Akakura (2012)	The evaluation of the effectiveness of explicit instruction on explicit and implicit L2 knowledge	The major finding was the “the durability and robustness of the effectiveness of explicit instruction after six weeks on measures of implicit knowledge” (p. 17)
Toth & Guijarro-Fuentes (2013)	The impact of instruction on second-language Spanish implicit knowledge	Significant improvement caused by the impact of explicit instruction on L2 knowledge
Thomson & Derwing (2014)	The effectiveness of L2 Pronunciation Instruction in several studies	Report on remarkable improvement on L2 pronunciation based on the analysis of various studies
Soleimani, Jahangiri, & Gohar (2015)	The effect of explicit and implicit instruction on implicit knowledge of English past tense	The effect of explicit instruction showed equal incidence over learners as implicit instruction, yet the former influences implicit knowledge.
Farshi & Baghbani (2015).	The effects of Implicit and Explicit form-focused oral accuracy	“post-test scores of the students to whom the forms were taught explicitly were significantly higher than students to whom the forms were taught implicitly” (p. 292)
Biria & Khodaeian (2016)	The effect of explicit and implicit instruction on the development of vocabulary	The greater influence of explicit instruction on vocabulary learning among preintermediate Iranian adults and young adults in conjunction with extensive reading.
Mcmanus & Marsden (2017).	L1 explicit instruction improvement on L2 performance	Results proved that L2 learning was enhanced through explicit instruction

To summarize, Ellis (2009) illustrates how implicit and explicit instruction takes place in language in Figure 1. Complementarily, Rahimpour & Salimi (2010) depict the differences in focus yet the existing synergy between implicit and explicit instruction (Figure 2).

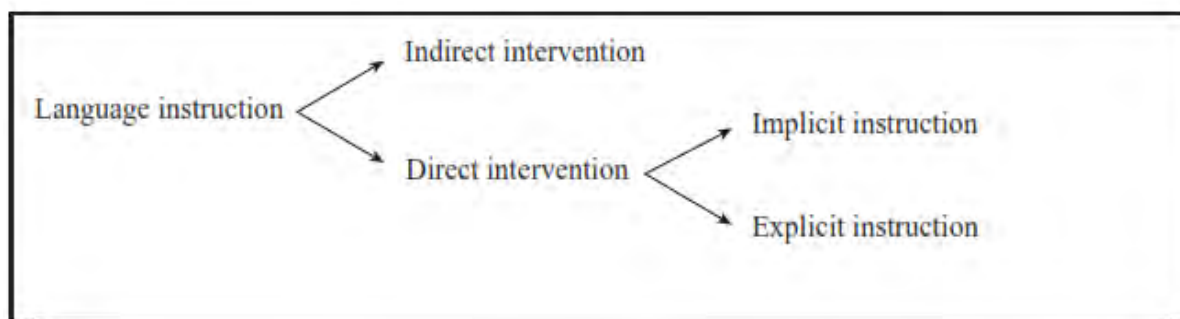


Figure 1. Ellis' (2009) representation on explicit and implicit instruction inside language

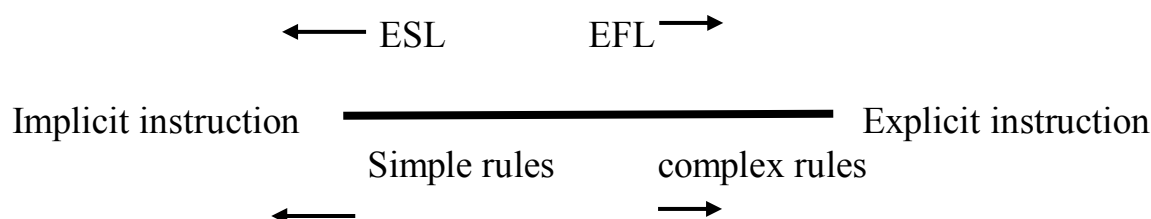


Figure 2. Rahimpour & Salimi's (2010) illustration of the relationship and focus of implicit and explicit instruction.

2.5 An overview on pronunciation

Despite the aim of this study is to analyze the microlevel of intonation and the impact that its explicit instruction causes, it becomes necessary to examine some theoretical stands on pronunciation in order to funnel its principles and approaches in language instruction down towards the concept of intonation.

It is of common knowledge that approaches to language teaching have conceived the pronunciation skill from distinct perspectives, yet it stands as a key characteristic of oral language performance improvement. Pronunciation is affected by several inner and outer aspects: learners' age, motivation, personality, learners' language and aptitude as well as methods to teaching, previous exposure to the target language, spelling, culture and interaction with native speakers

(Hassan, 2014; Mikulášťíková, 2012; Yoshida, 2016). Perhaps, its worth to both educators and learners has undergone overlooking and weak attempts (Gilajkani, 2017, citing Farhat and Dzakiria, 2017).

Pronunciation refers to the creation of speech by using the sounds articulated in the phonatory system of a particular language (Derwing & Munro, 2015). It involves attributes retrieved from the language's phonological inventory called segments (vowels and consonants) as well as prosodical features that shape the sequenced units larger than single sounds (stress, intonation, rhythm, juncture, and tone) (p. 3).

According to Farhat and Dzakiria (2017) "pronunciation is a fundamental skill of spoken aspect and plays a vital role in successful communication; it affects someone's level of confidence and self-esteem to a greater extent" (p. 53). Thus, it relates not only to the speakers' ability to communicate effectively but also the emotional commitment and reliance that the speakers own during oral interaction. Pronunciation is relevant to aid students to cope with difficulties to understand something, successfully clarify to other people what they mean and reduce the percentage of misunderstandings that are frequently present in communication (Ahmad, 2018).

Although the review of literature regarding pronunciation is extensive, Mikulášťíková (2012) theorized about the main concerns on this aspect. Despite the author established the basics to why, when, and what aspect to teach in secondary education, her perspective set a grounding to reconsider the overall instruction of pronunciation which has historically been neglected (Derwing & Munro, 2015; Farhat and Dzakiria, 2017; Gilakjani, 2016, citing Harmer, 2001;). Hence, Mikulášťíková (2012, p. 26) suggested that pronunciation teaching should be incorporated because (a) misunderstanding could occur in the wrong articulation of sounds and their prosodic

features, which would produce the difficulty to understand the speakers' message; *(b)* it can generate displeasure in the listener due to the speakers' possible distracting accentedness and discouragement in the speaker who may misbelieve in his/her proper language knowledge.

A second stance by Mikulášťíková (2012, p. 29) advises that language instructors should devote time to teaching pronunciation in different tasks (i.e. vocabulary, listening) in whole lessons periodically in order to help learners familiarize with sounds, sound variations, speech phenomena (e.g. connected speech), stress and intonation. Also, pronunciation items are to be instructed gradually as to allow students to realize that they represent an integrated part of their learning. It is desirable that instructors promote opportunities to practice pronunciation inside lessons in the search of improving all their learners' fluency uninterruptedly.

In third place, Mikulášťíková (2012, p. 30-40) considers that instructors should *(1)* afford for learners to internalize the phonemic sounds symbolized in the phonemic chart, the types of stress that the language features (either word, sentence stress or other), the language intonation patterns, connected speech phenomena, and *(2)* be able to identify the learners' specific pronunciation needs in order to implement activities that correlatedly address the issues.

The teaching of pronunciation must be carefully adapted and adopted inside language classrooms. To make this achievable, language educators should take coherent actions accordingly. Gilakjani (2017) numbers some recommendations to exemplify the pertinence and benefit of teaching English language pronunciation. They are summarized in Figure 3 below:



Figure 3. Gilakjani's (2017) recommendations to conduct appropriate and effective pronunciation instruction

2.6 Focus on intonation

Pronunciation is an aspect of speech which involves many characteristics, one of these is intonation. In a practical sense, intonation is the “melody of speech” that accounts for the rising and falling variations in voice pitch to communicate messages linguistically and pragmatically (Wells, 2006, p. 1). These changes in pitch regulate the direction of the meaning speakers want to convey accompanied with other non-segmental features and body language. Intonation reflects our thoughts to others and allows us to understand those of others (Kelly, 2001). This is why the selection of grammar structures, functions meant in discourse, the attitudes or emotional states assumed by speakers during interactions and the way speakers take turns to interact are attributes that intonation informs about (Nolan, 2006; Craft 2015).

Intonation has distinct connotations in each individual language. It reveals the particularities of a language in its spoken manner since it distinguishes aspects such as lexical items (Nolan, 2006). Research on intonation alleges for several modes, patterns or contours of English intonation (Craft, 2015; Kurt, Medlin & Tassarolo, 2010, Wells 2006, Tench, 2015), yet the most common are referred to as rising, falling and rise-fall intonation that describe the melodic behaviors of utterances in English according to their syntactic construction and function: statements, questions and imperatives. The rising intonation is usually attributed to the yes-no questions endings. The falling intonation is assigned at the end of information questions, statements and imperatives to indicate unshared information. A third classification known as the rise-fall pattern usually occurs in more complex sentences with key high-pitch or low-pitch intonation to highlight information that is partly shared among the speakers (Kelly, 2001; Jenkins 2004).

Intonation entails different functions. These functions are meticulously described by Nolan (2006) and Grice & Baumann (2007), Low (2014) and Tench (2015), and outlined as follows (Table 2):

Table 2. Outline of the intonation functions described by Nolan (2006) and Grice & Baumann (2007), Low (2014) and Tench (2015)

Function	Description
Grammar structure	This refers to the point in utterances in which emphasis (usually a stop-like signal) is purposefully made on particular grammatical units to guide listeners and disambiguate structures (questions, statements, imperatives).
Information Structure (accentual function)	This is related to the way speakers remark parts of the utterance that carry more intentional importance for them. Here, the duration of the target syllable gains prominence according to the speaker's need of communication.

Discourse function	This function reveals the occurrence of speech acts. It helps to discriminate new information from old one, by adding prominence to the first and decreasing the emphasis of the second one. Also, it differentiates types of utterances not morphosyntactically constructed as such (e.g. <i>She is a great person</i> could easily become a question by adding rising intonation at the end, although the construction indicates it is a statement).
Speaker's attitude, state and articulatory efforts	This addresses to emotional stances that speakers take during oral interaction, their actual physical conditions in such interaction and the articulatory efforts made to produce the intended utterances which are also expressively evidenced through body language.
Speakers' discourse regulation	This is related to the way speakers mark the continuity or end of their interventions in speech, regularly accompanied by levels of formality and appropriateness.

2.6.1 Intonation: an issue for learners?

From the previous standpoints, intonation is an aspect of language that teachers should carefully plan about. Its teaching is a major concern in language classrooms. Kelly (2001) confirms that it “needs to be a feature of classroom language analysis and practice. This will help students towards greater expressiveness and articulacy in English.” (p.87).

Intonation establishes the groundings for improvement in pronunciation and consequently in oral communication, that is why Jenkins (2004) poses it as the “nuts and bolts of pronunciation” (p.109). As well as any other issues that may converge in language instruction contexts, intonation may portray a difficulty for learners' efficient communicative development. Mok, Yin, Setter, & Nayan (2016) support this idea in their study about the assessment of English intonation patterns knowledge by L2 speakers of other languages. They agree on the notion that there are several factors that cause L2 learners to struggle with English intonation. The first one refers to the lack of equivalent structures in learners' L1. Secondly, the variations in intonation pattern selections that native L2 speakers from different regions may have. Thirdly, the

highly contextual character of intonation which L2 learners have to choose from in order to meet the flow of discourse.

In addition, intonation is closely tied to the specific setting where language is used, that is, to the culture and language particularities. An advocate for this assumption is Low (2014), who approves of learners' acquisition of "multicultural competence", in which the variety or varieties of their interlocutors' intonation functions will need to be learnt and understood. This supposes another challenge for language teaching and language learners' efficient development of oral communication.

2.7 The need for explicit instruction on intonation

In spite of controversies on the teaching of intonation, research expounds the effects of explicit instruction on intonation to favor language learners' oral communication.

Several studies will be subsequently presented to validate this posture (Table 3) :

Table 3. Several studies on explicit instruction on intonation

	Type of study	Outcomes
Grabe, Rosner, García-Albea, & Zhou (2003)	Cross-language experiment of intonation contours	They concluded that Spanish along with English and Chinese speakers, showed remarkable perception of intonation ending contours in speech and nonspeech through a cross-language experiment directed with auditory mechanisms (p.396).
Park (2011)	Five-week tutoring on intonation for an intensive English language program	The author demonstrated how explicit instruction on pronunciation, yet focused on intonation, portrayed a favorable approach to help East Asian students' of English L2 through oral reading practice (p. 66, 82, 85).
Aufa (2011)	Description of several studies	The author ratified that explicit instruction on intonation proved more efficient than implicit one in relation to developing pragmatic competence (awareness and performance) in EFL learners (p. 42).

Kissling (2013)	A report on explicit computer-delivered instruction research	The author proved that explicit instruction resulted beneficial and effective for Spanish L2 learners instructed through direct teaching of phonetics, repeated exposure to target phones, production practice and feedback (p. 22-23).
Pincus (2014)	Audio-visual techniques for intonational pragmatic patterns analysis	The author argued that robust outcomes were obtained by the implementation of explicit instruction guided through audio visual training of intonation contours in Chinese L2 learners of English (p. 3434).
Zhuang (2015)	A comparative dissertation on computer-based instruction on intonation	The author's dissertation confirmed that explicit instruction improved learners' intonation in all its communicative functions after an intensive 8-hour perception training program (p. 145).
Nazari & Mirsaeeidi (2017)	Experiment guided with exercise-based instruction	They reported effective effect of explicit instruction, using loud-reading tasks, on Iranian EFL learners in regard to correct delivery of suprasegmental features in compound word stress and interrogative intonation patterns (p.863).
Estebas-Vilaplana (2017)	A comparative study using the TL_TOBI vs the traditional model	The author concluded that noticeable contribution was made in the English language proficiency in learners who were explicitly instructed on intonation in a distance learning environment (p. 88).

2.8 Transfer of learning

Language education has striven to determine the circumstances that promote learning in one setting and experiment transit into another setting with similar conditions and performances (Geva, 2016). Crucial to this research is whether skills developed through explicit instruction can undergo any type of transfer into learners' L2 development. Given the bilingual context of this study, there may be different phenomena related to transfer.

Kecskes & Papp (2000) highlight that “For bilinguals, linguistic experience is spread over two languages. The experience is encoded in either of the two languages and can be expressed in both languages, and the information representation can be transferred between two languages” (p. 73). Hence, transfer becomes a two-way aspect of language development, causing both language awareness and performance to be impacted.

González (2008) explains that transfer may also occur in learning when performance is influenced by previous learning in a new situation and how learners become needless of starting from the beginning. He reports that learners can develop activities such as reading in L1 and incorporate their selection of strategies and competences to cope with reading in L2. The author adds that the dialogical relationship between languages helps learners appreciate their heritage, develop positive literacy experiences as well as competences in both languages.

In the same line of thought, transfer of skills should aim to be a supportive mechanism for learners to cognitively manage the effective transition of knowledge and abilities, not only in language but in general academy-oriented skills (Trudell, Young and Nyaga, 2015). Thus, transfer suggests a process to encourage self-awareness, autonomy and autoregulation in their interaction with new knowledge and the context of application of such knowledge. The preponderance of transfer of learning lies in the very aim of instruction: application. Instruction becomes meaningless and purposeless when no application is achieved (McKeough, Lupart & Marini, 2013). For this reason, transfer should be considered in a more heuristic manner so that learners may be empowered with whatever they are receiving through instruction and be able to merge it with their realities.

Haskell (2001) deeply theorizes about transfer by stating it as a process that unravels beyond the most complex and the simplest situations. In his theory, thinking, reasoning, planning

and decision making are abilities that underlie transfer. These abilities are crucial for learners to correlate all the array of difficulties they encounter when they need to use the target language. The more linguistic and metalinguistic resources that learners may retrieve, the more effective their learning process and performance in the target language will become. The author also underlines the influence that transfer has over current and future knowledge when it is adapted and applied to analogous situations. He sees it as a system to develop thinking, perception, information processing and engagement in daily life whether for simple actions or complex procedures.

Therefore, transfer is deemed to allow knowledge, skills or attitudes to be applied into tasks and consequently into everyday activities (McDonald, Leberman, & Doyle, 2012). Outcomes in learning are then measured by the level of transfer that has occurred during any kind of teaching. The capacity that learners show to use what teachers deliver in educational contexts independently, consciously and holistically, renders instruction valuable.

Chapter 3: Methodology

Chapter 2 accounts for the theoretical stances that support how explicit instruction on intonation can have an impact over learners' oral communication. Concepts and views were reviewed to establish this research's ground. Subsequently, this section presents, the design, participants, the method for data collection, instruments, and the procedures adopted accordingly. A discussion of each item is outlined to clarify their pertinence for the aims of this research. Moreover, some contextual considerations are regarded as well as the strategies implemented for the validation of the research process.

3.1 The Research design:

In the field of education, research portrays a transformational means to innovate pedagogical practices given the uncountable educational issues and phenomena that occur inside classrooms; thus, an adequate approach to research becomes fundamental for the analysis of such issues or phenomena. The epistemological foundation of this study embraced the views of the sociocultural approach revised by Lantolf (2011, citing Vygotsky 1978), which establishes that language mediates our social communicative-natured interactions with the world by means of linguistic representations (semiotic, phonological, etc.). Our appropriation of the world comes from our capacity to make and negotiate meanings as we create interconnections with our surrounding and inside our own brain.

From the sociocultural standpoint, communication could be seen as a social activity in which the use of discourse reflects the intentions, attitudes, emotions, the dynamics of the turn-takings and the relationships between speakers. These characteristics are also evidenced through the speakers' intonation every time oral communication takes place. Therefore, the study of intonation and its explicit instruction harmonizes with the principles of the sociocultural

approach. As a further support, Lantolf indicates that this approach to second language development “is very much concerned with concrete classroom activity and its impact on learning. It argues for the pedagogical relevance of explicit and rigorous linguistic explanation, especially that derived from cognitive linguistics, and is devoted to discovering how to make learning happen through direct instruction.” (p. 43)

The method adopted for this research was mostly qualitative. In the words of Lichtman (2012), this method involves the researcher into the actions of gathering, organizing, interpreting and filtering information using his or her sight and ears as he or she performs in-depth interview-like procedures and observations of human behavior in natural and social settings. Qualitative research is greatly pertinent to address classroom subject-matters as it attempts to objectively describe the contexts in which human behaviors occur as well as to discover phenomena that generate new insights (Sherman & Webb, 2004).

In qualitative research, the object of study undergoes multiple perspective analysis, documentation of perceptions and understanding of the type of interactions inside a given environment where the researcher may act as an insider or as an outsider (Saldana, 2011). Although this paradigm to research involves mainly descriptive nonnumerical information to “derive meaning” (Lapan, Quartaroli & Riemer, 2011), it entails numerical representations of some kind (quantitative research).

Quimby (2012, p. 5) lists a set of characteristics that feature qualitative research and adds that it “is a process of collecting, describing, knowing, and interpreting people’s truths. It seeks to legitimize various ways of obtaining facts and perceptions about specific groups and cultures”. Therefore, this study incorporated such method in order to provide detailed, careful description and interpretation of its focus in a more comprehensive and systematic manner.

Furthermore, under the umbrella of qualitative research, this paper is inscribed to the implementation of a case study. This orientation opens up the possibility to observe and offer holistic, contextual multiperspective analysis of the subject-matter of this study. Case studies particularize the types of phenomena to be examined and allow the revealing insights to become illustrative and generally comparable to and against other contexts with the same specificities (Thomas, 2015). Additionally, case studies are related to “understanding *how* and *why* something might have happened or why it might be the case. The assumption in a case study is that, with a great deal of intricate study of one case, looking at your subject from many and varied angles, you can get closer to the ‘why’ and the ‘how’ ” (p. 4).

Hancock & Algozzine (2016) acknowledge the descriptive character of case studies, which through miscellaneous techniques (anecdotes, interview scripts, participants’ quotes), depict mental images that unravel the complexity of the intrinsic interlinked variables of the object-phenomenon. Hence, the diverse landscapes that case studies provide make them a validity-oriented ally for this research in the sense that it gives way to a more comprehensive drawing of interpretations of the array of singularities that the study conceives.

3.2 The participants

This study involved a group of 15 preservice teachers in the second semester of a Spanish and English teaching undergraduate program at Universidad Popular del Cesar in Valledupar, Colombia. The growing necessity to enhance learners’ competences in their first years of university life, the fact that participants are studying to become language instructors in the future, the access that the teacher/researcher has to their classroom environment and the hybrid nature (developing learning and teaching of two languages simultaneously) of the program the participants study are the major reasons to have focalized this group.

The participants' ages ranged from 16 to 31 years old. They were classified into two generational groups. Students from 16 to 18 years old and students from 19 to 31 years old. The class where they were analyzed is called "Contrastive Phonetics". This is a subject included in the program curriculum that students take during their second semester. The subject's intensity of hours per week is two. In its content, it embodies the study of the phonological and phonetic aspects of English and Spanish. Here, students have to review the concepts related to phonetics and phonology, how the process of speech production occurs, the different features of speech and other factors related to the production of both languages. In unit 5 of the syllabus, which takes only two weeks (4 hours, 2 per week), students study the characteristics of intonation in the English language. The teacher in charge of the subject usually teaches two groups of the same subject during the week yet this study only considered one group in order to develop a comparative work among both.

Additional information to mention is that participants originally come from several parts of the region. Since the university is a public institution located in Valledupar, most learners are native of the city, however, others come from different towns and municipalities of the zone. It was a heterogenous group that included female and male participants.

3.3 The data collection

The instruments employed in this research were a presurvey to evaluate students' acknowledged need of instruction on intonation, two tests (a pre-test and a post-test) selected by the teacher/researcher from the tasks selected from external material to their classes to measure students' use of intonation patterns, appraise their improvement and compare to a group that did not receive any kind of explicit instruction on intonation. Also, class participatory observation was conducted by the teacher/researcher to examine how instructional sessions on intonation including instructional materials could have an effect on the preservice teachers' improvement of

intonation, a post survey was employed to analyze participants' perception of their own improvement on intonation and a checklist to verify participants' use of intonation when exposed to loud reading. They are described in the order they were implemented.

3.3.1 Presurvey

In order to make a preliminary exploration that can become comparative for the final results of the research process, presurveys are opportune. Surveys can “describe, explore, or explain physical characteristics, phenomena, behaviors, attitudes, and so forth” (Brown, 2001, p. 16). They represent a pertinent instrument to gather many types of information owing to their structured and systematic nature, which enables the analysis of the variables of a study that are later condensed into a grid (De Vaus & de Vaus, 2013). Avoiding bias, gaining confidence in the sample taken for the study, precise estimation of the data, standardized measurement, comparability and relation among data are some of the benefits of employing a survey (Fowler, 2014).

Following the previous notions, the presurvey implemented in this research (See Appendix A) consisted of various aspects. It was designed in Spanish to avoid possible misinterpretations from participants. Before answering the questions, the respondents had to indicate their age. The survey contained 8 questions in total. Six close questions required from students to only mark their selected answer with an “X”, the other two were open questions with instructed short answers as shown on Table 4.

Table 4. Classification of questions used in presurvey. Description of type of answers and focus

Number of question/Question	Translation	Type of answer	Options	Focus
1: ¿Cómo calificas la importancia de la	How do you qualify the importance of	Gradable Multiple Choice	1. Muy importante (very important) 2. Moderadamente	Revise respondents' level of priority towards

entonación cuando hablas inglés?	intonation when you speak English?		<p>importante (moderately important)</p> <p>3. Relativamente importante (relatively important)</p> <p>4. No muy importante (not very important)</p> <p>5. Sin importancia (Not important)</p>	intonation
2. ¿Puedes percibir cuándo estás usando la entonación correcta al hablar inglés?	Can you perceive if you are using the correct intonation when you speak English?	Gradable Multiple Choice	<p>1. Siempre (Always)</p> <p>2. Generalmente (Generally)</p> <p>3. Algunas veces (Sometimes)</p> <p>4. Rara vez (Rarely)</p> <p>5. Nunca (Never)</p>	Revise respondents' awareness on intonation
3. Considerando que tu lengua nativa es el español, ¿Puedes diferenciar tu entonación en español y tu entonación en inglés conscientemente?	Considering that your native language is Spanish, can you consciously make the difference between your intonation in Spanish and your intonation in English?	Gradable Multiple Choice		Revise respondents' awareness on intonation
4. ¿Actualmente recibes alguna guía o instrucción acerca del uso de la entonación en tus clases de inglés?	Are you currently receiving any instruction on intonation in your English language classes?	Gradable Multiple Choice		Revise respondents' awareness on the type of instruction they receive
5. ¿Usas alguna estrategia para mejorar tu entonación? Si tu respuesta es SI, por favor indica tu estrategia	Do you use any strategy to improve your intonation? If your answer is YES, please choose the strategy		<p>1. Veo videos explicativos sobre entonación (watch explanatory videos about intonation)</p> <p>2. Leo acerca del uso de la entonación (read about the use of intonation)</p> <p>3. Pregunto a otros como usar la correcta entonación (ask others how to use the correct intonation)</p> <p>4. Other</p>	Revise respondents' strategical competence (as a means to compensate for/complement instruction) related to intonation
6. ¿Con qué frecuencia usas el inglés para comunicarte oralmente con otras personas?	How often do you use English to communicate with others?	Gradable Multiple Choice	<p>1. Todos los días (Everyday)</p> <p>2. Cuatro veces a la semana (Four days a week)</p> <p>3. Dos o tres veces a la semana (Twice or thrice a</p>	Revise respondents' frequency in the use of the language to validate the importance of instruction on intonation

			week) 4. Rara vez (Rarely) 5. Nunca (Never)	
7.Describe como te sientes cuando alguien corrige tu pronunciación o entonación (usa máximo 15 palabras)	Describe how you feel when someone corrects your pronunciation or intonation? (use no more than 15 words)	Open question		Revise respondents' reactions towards correction in pronunciation or intonation as a means of instruction
8.En relación a tu aprendizaje del inglés ¿Practicas lo que aprendes por fuera del salón en tus clases de inglés?	Do you put into practice what you learn out side the classroom in your English classes?	Gradable Multiple Choice	1. Siempre (Always) 2. Generalmente (Generally) 3. Algunas veces (Sometimes) 4. Rara vez (Rarely) 5. Nunca (Never)	Revise respondents' application of their learning

3.3.2 Pre-test

In language assessment, tests are broadly used to confirm or disconfirm teachers' views on their students' language development (Douglas, 2014). Tests serve as informational classroom instruments purposefully constructed to measure skills, knowledge, performance, capacities, intelligence, or aptitudes of an individual or group (Butler & McMunn, 2014). This test consisted of a speaking task selected from a compilation of dialogues downloaded from the web. It was formerly analyzed for pertinence. The test consisted of two communicative situations (See Appendix C) that students needed to role-play in pairs. It was employed as a pre-test and also as the post-test to compare the participants' performances. To evaluate participants' accurate use of intonational patterns, specific questions and statements from Situation A and Situation B were focused as shown on Tables 5 and 6.

Table 5. Statements and questions extracted from the pre-test task Situation A to measure participants' use of intonation patterns

<i>Type of utterance</i>	<i>Situation A</i>	<i>Location in the text</i>
<i>Yes-no question</i>	Can you go for me?	Turn 1
<i>Wh-question</i>	What did mom want you to buy?	Turn 2
<i>Wh-question</i>	What do you want for breakfast?	Turn 4
<i>Statement</i>	I guess some cereal as usual.	Turn 5
<i>Statement</i>	I do not want cereal everyday	Turn 6
<i>Yes- No question</i>	Do we still have enough coffee and cream for mom and dad?	Turn 8
<i>Statement</i>	Talking about coffee and cream, you better buy some milk also	Turn 9
<i>Statement</i>	Some chips would be fine with me	Turn 11
<i>Statement</i>	otherwise, I will forget them by the time I get to the market.	Turn 12
<i>Yes-no question</i>	Just any kind of pork?	Turn 14

Table 6. Statements and questions extracted from the pre-test task Situation B to measure participants' use of intonation patterns

<i>Type of utterance</i>	<i>Situation B</i>	<i>Location in the text</i>
<i>Wh- question</i>	What are you doing here?	Turn 1
<i>Yes-No question</i>	Looking for an apartment also?	Turn 2
<i>Statement</i>	I thought you were going to stay at the school dormitory.	Turn 3
<i>Statement</i>	I still have not decided whether to stay at the dormitory or not	Turn 4
<i>Statement</i>	Of course, the place should have a kitchen so that I can cook my meals	Turn 6
<i>Statement</i>	So, a safe and decent apartment is all I need.	Turn 7
<i>Wh-question</i>	How long have you been looking?	Turn 8

<i>Statement</i>	I have been looking at the ads in the newspaper for two weeks	Turn 10
<i>Yes-No question</i>	Really?	Turn 11
<i>Statement</i>	I heard that the closer they are to school, the higher the rental cost.	Turn 13

Subsequently, behaviors regarding the use of intonation patterns were grouped together according to the type of utterance from both Situations A and B. Arrows signal the intonation patterns participants were expected to articulate. Upward arrows signal the rise pattern and the downward arrows signal the fall pattern. Turns where utterances occurred in the dialogues are also indicated below (Figure 4 and Figure 5).

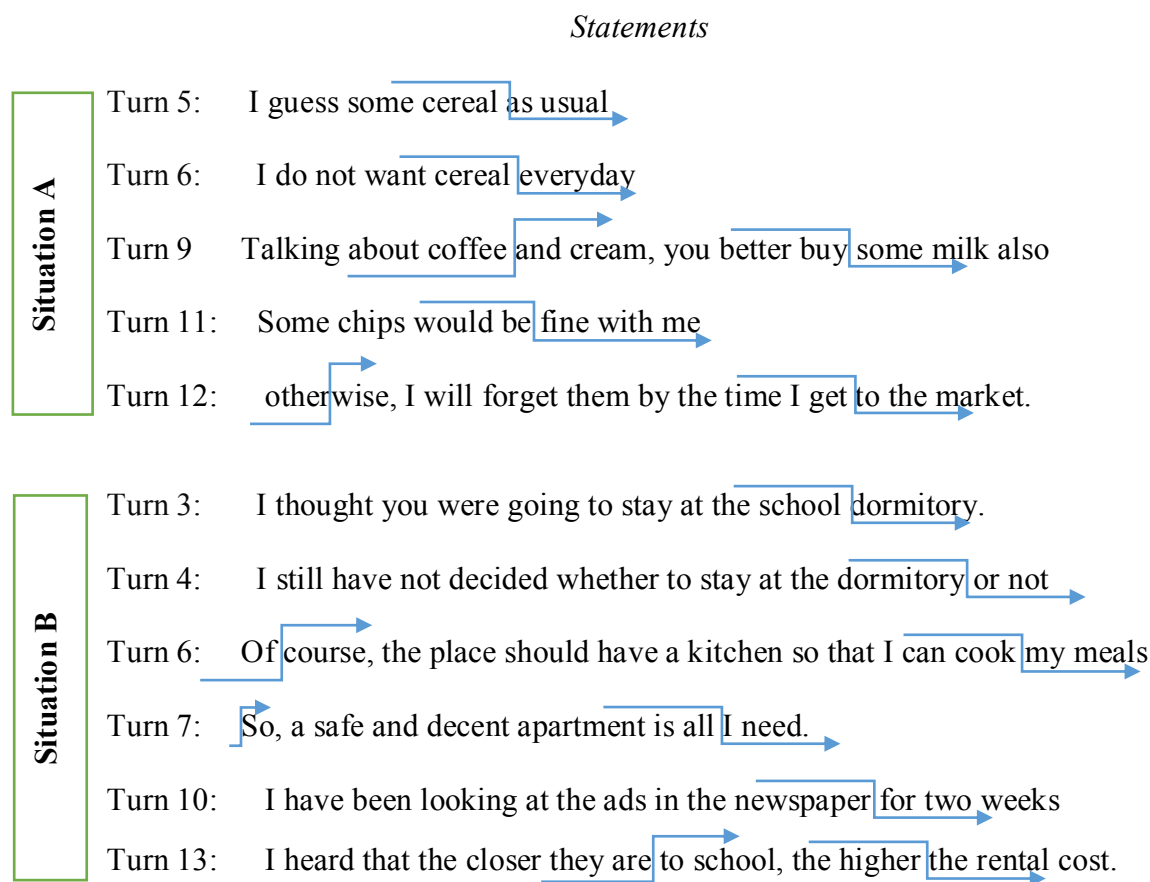


Figure 4. Pitch contours of statements (Situation A and B)

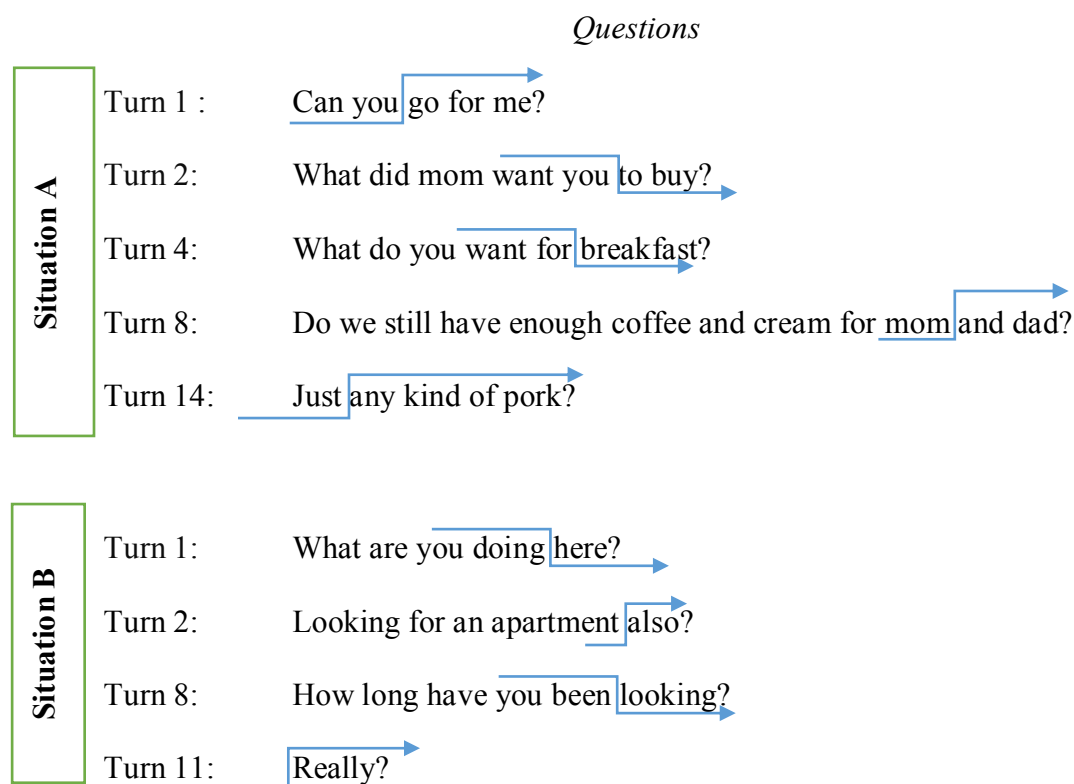


Figure 5. Pitch contours of yes-no questions and wh-questions (Situation A and B)

3.3.3 Participatory observation of instructional sessions

Observation is a natural human activity that involves using senses to perceive reality and interact within it. In research, though, it requires focusing on situations at a social context, with some people performing a particular type or set of actions that will be the center of study (Spradley, 2016). There are various reasons to adopt observation as a pertinent technique in research according to Merriam & Tisdell (2016). In first place, observation features a systematic research tool that promotes insightful attentiveness and is specifically oriented towards the production of reliable results aimed to answer a determined question. Also, it allows to notice relevant happenings that are unnoticed by participants for whom those have become habitual. Observers are able to register on-the-spot behaviors in order to provide details to understand the context and nurture the research. These records may become a reference for future research.

Another reason to implement observation is that firsthand data can be collected, sometimes participants are unwilling to contribute to the study through other kind of methods such as interviews.

Observation is an engagement practice that leads the observer to follow the track of any turns in the phenomenon under study. Being a participatory observer helps to become more familiar with the context and participants, gather data more holistically since the observer can obtain information in diverse manners and from multiple perspectives lending credence to the interpretations and avoiding preset non-genuine reactions from the people under observation (Kawulich, 2005). Observation brings up novelties about the world through our reasoning, visual perception and involvement with the world by means of its two-way pedagogical character that dynamizes exchange among instructors and learners facilitating exploration of other peoples' lives and recognition of their interconnections (Shah, 2017).

For this study, observations were divided into three sessions. The teacher/researcher recorded them with a video camera to notice more details during instruction. As the teacher/researcher delivered explicit instruction, notes were taken. The observations took place at the learners' English laboratory in their Contrastive Phonetics class. The specific procedures and materials employed by the teacher in the instructional sessions observed are found in Appendix D and E.

3.3.4 Post survey

As stated previously, surveys serve for the accurate description of opinions, experiences, or behaviors of respondents. For comparative reasons, a post survey (See Appendix B) was employed to draw a broader scenario of participants after explicit instruction on intonation occurred. The design of the post survey encompassed only six questions to gather more specific and concise data, prevent respondents from becoming uninterested and due to time constraints.

The questions were formulated in Spanish to help respondents understand their objective more clearly. It provided gradable multiple choice answers to facilitate responses. The English translation of questions and answer options as well as the focus of each question are shown on Table 7.

Table 7. Classification of questions used in the post-survey. Description of type of answers and focus

Number of question/Question	Translation	Type of answer	Options	Focus
1. ¿Qué tan importante consideras el uso de una correcta entonación cuando hablas inglés?	How important do you consider the use of the correct intonation when you speak English?	Gradable Multiple Choice	1. Totalmente (Totally) 2. Moderadamente (moderately) 3. Relativamente (relatively) 4. Escasamente (scarcely) 5. Nulamente (Not at all)	Revise respondents' level of priority towards intonation
2. ¿Percibes cuándo estás usando la entonación correcta al hablar inglés?	Can you perceive if you are using the correct intonation when you speak English?			Revise respondents' awareness on intonation
3. Considerando que tu lengua nativa es el español, ¿Puedes diferenciar tu entonación en español y tu entonación en inglés conscientemente?	Considering that your native language is Spanish, can you consciously make the difference between your intonation in Spanish and your intonation in English?			Revise respondents' awareness on intonation
4. ¿Las sesiones instructivas sobre entonación que recibiste te ayudaron a mejorar conscientemente tu entonación cuando hablas inglés?	Did the instruction sessions on intonation that you received help you consciously improve your intonation when you speak English?			Revise respondents' perception on instruction they received
5. ¿Consideras que tienes la capacidad para corregir a alguien que está	Do you consider you are able to correct someone who is using an			Revise respondents' appropriation of instruction

usando una entonación incorrecta?	incorrect intonation?			
6.¿Puedes identificar diferentes tipos de entonación cuando lees un texto en voz alta o cuando participas en un diálogo?	Can you identify different types of intonation when you read aloud or when you participate in a dialogue?			Revise respondents' application of knowledge

3.3.5 Post test

Comparing initial performances and latter performances on language tasks is where the significance of post test lies in. This test was adopted to estimate how the explicit instruction sessions delivered had repercussions in the oral communicative development of participants. It comprised the same task and criteria of the pre test to evaluate posterior behaviors.

3.3.6 Checklist

Since objectivity and structuredness are key factors in conducting research, checklists portray appropriate instruments for collecting data. They are basically defined as sheets where observers register particular behaviors of participants using a delimited amount of criteria (Jackson, 2008). Their reliability and validity resides on the understanding of the clear and systematic character of the measures to be valued.

The design of this study's checklist aimed attention over the analysis of a reading-aloud task. The decision of employing a reading-aloud task was made based on Park's (2011) views, who affirmed that this type of tasks helps students direct their attention towards pronunciation rather than on lexical or morphosyntactical features and added that "After spending some time training in this form of guided practice (reading aloud), students can progress on to less controlled forms of practice such as extemporaneous conversation" (p. 20). Hence, reading aloud

depicted a useful technique to visualize how pitch contours are articulated by learners in order to develop better accuracy in relation to prosody.

The checklist was implemented to examine participants' vocalization of 5 chunks (see Figure 6) with key pitch contours present in a text which included the basic patterns (fall and rise) and their combinations (rise-fall, fall-rise). The checklist's format contained various criteria organized horizontally and vertically. On the vertical frame, the number of participants to be evaluated. On the horizontal frame, the number of chunks and the raters for each chunk (Yes/No) (see Figure 7). The Yes rater was checked when the participant used the correct intonation pattern, while the No rater indicated participant's fail to use the appropriate pattern.

The text participants read was extracted from the textbook "Success Beginner's students book". The book was chosen according to the participants' level yet it does not make part of the pedagogical material they employed in their regular English language classes. This was made to ensure the participants were exposed to an authentic unknown task and avoid bias. The name of the text was "Back to black". Its topic was the color changes in technological devices throughout history. It was approximately 180-word long and included questions inside its content (See Appendix F).

<i>Chunk 1:</i> "What colours can you see?"
<i>Chunk 2:</i> "Fridges were white and cars were red"
<i>Chunk 3:</i> "Fridges, computers, cars and digital cameras were also silver"
<i>Chunk 4:</i> "Why was it so popular?"
<i>Chunk 5:</i> "Why? You decide..."

Figure 6. Text chunks extracted from the reading-aloud task

Checklist										
	Chunk 1		Chunk 2		Chunk 3		Chunk 4		Chunk 5	
<i>Number of participant</i>	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Figure 7. Checklist used for evaluating the reading-aloud task

3.4 Procedure

The first step encompassed asking the participants to complete the presurvey and answer as sincerely as possible to ensure the fidelity of the results. The presurvey was administered during one of their sessions in their “Contrastive Phonetics” class according to the group’s schedule. Learners were instructed throughout each question of the survey and recommended to clarify any specific inquiries. Meanwhile, learners were supervised for appropriate completion of the survey.

In second place, participants received instructions on the pre test. The teacher/researcher put them in pairs at an isolated area of the room. Participants were given some minutes to read the context of the situation in which they would interact. Some pairs had Situation A, others had Situation B. The teacher clarified any concerns that students had at that moment before starting the role-playing. Then, they had to play a role in the conversation and read their corresponding lines. The teacher assigned the roles. As participants read, the teacher/researcher recorded participants to notice the intonation patterns that they used at some key points in the dialogues.

Those key points were the focus of study and were selected to measure the accurate use of the intonation patterns (rise, fall, rise-fall, or fall-rise) in specific questions and statements as shown on Tables 5 and 6.

Followingly, participatory observation allowed to analyze how explicit instruction, instructional material and procedures were delivered. Three sessions were conducted during consecutive weeks. Instructional sessions took only part of learners' classes to focus on intonation. After instructional sessions finished, the post survey was applied. The same procedure followed in the presurvey was used in the post survey. Participants were asked to complete the postsurvey and answer as sincerely as possible to ensure the fidelity of the results. It was also administered in their "Contrastive Phonetics" class according to the group's schedule. Again, learners were instructed throughout each question of the survey and recommended to clarify any specific inquiries. The teacher/researcher supervised them for appropriate completion of the survey.

Next, the post test was administered. Similarly to the pre test, participants received instructions on how to perform the task as follows: The teacher/researcher paired them for the two conversational situations (Situation A and Situation B). They had the chance to read the context of the situation beforehand. Again, some groups were assigned Situation A, others had Situation B. Concerns from participants were resolved. Then, they role-played their assigned situation as they were audio recorded. The teacher recorded the task for postliminary analysis. The nucleus of the analysis was the key selected expressions to determine the accuracy of the use of the intonation patterns (rise, fall, rise-fall, or fall-rise).

Furthermore, a second group of participants (named Group B) different from the focused in this study (named Group A) was selected with the aim of comparing their performances using the same tasks. The characteristics of Group B were quite similar. Participants in Group B took

the same class with the same teacher as Group A during the week. However, they did not receive any type of instruction on intonation as Group A did and were not included in the data collection of this research except for this case. The procedures employed with participants in Group B were the same as Group B, they were recorded on a different day without previous advice on the task. They were just requested to role play the dialogues as part of a research project yet with former notification of identity privacy. Finally, all the information collected was subsequently evaluated.

Finally, participants were asked to read a preselected text. They received instruction on how the text was organized so that they could follow the correct paragraph sequence. Then, they read the text as naturally as possible. Participants had the opportunity to repeat the task if they did not feel comfortable with their first attempt. This, to prevent the influence of nervousness or any other emotional factor in their performance. As they read the text, each chunk (numbered from 1 to 5) was checked in the checklist indicating whether it was accurately vocalized with the correspondent pitch contour by each participant with a “Yes” or “No”.

3.5 Data Analysis

3.5.1 The surveys

The information collected from the surveys was firstly classified into grids. Each grid contains the number of the question, the answers and the percentage of participants that marked each response distinguished by age. Surveys were examined one by one, each count was typed into the grid and then turned into a percentage. After that, results of each survey (pre and post) were contrasted to notice changes in participants’ responses. Although the number of questions of the presurvey is higher than in the post survey, contrast was possible due to the focus of each question indicated in this section.

3.5.2 The tests

The analysis of the pretest and the post test was realized in a very simple manner. Specific statements and questions within the tests were selected as the nucleus of analysis. These statements and questions belonged to different turns inside the dialogue, therefore, the percentage of participants that uttered a statement or question varied. Here, the amount of participants per se was not considered but rather how many of the whole group vocalized the statements' or questions' intonation patterns correctly.

The statements selected for study from both dialogues were classified into one section. Questions selected for study from both dialogues were classified into another section. The recordings served to register the counts of participants who accurately employed the pitch contours accordingly; these counts were quantified into a table (see Results section). The pitch contours were indicated with arrows in this section to facilitate recognition during the analysis. Finally, both tests were compared to estimate the changes in participants' performance after sessions of instruction on intonation.

Later, Group A' s pre and post test were contrasted with Group B results using the same task. The data were arranged into a grid and described to scrutinize for similarities, divergencies and possible new worthwhile discoveries.

3.5.3 The observation

Participatory observation was examined through recordings. The three sessions of instruction on intonation were registered with a video camera. Notes were taken as sessions developed and added to the description of the observations provided in the Appendixes section. The analysis aimed attention over the delivery of instruction, participants' performances during the tasks, participants' involvement with the instructional material and attitude towards instruction.

3.5.4 The checklist

Participants were recorded as they read. From the recording, the analysis was carried out by registering the number of total accurate counts participants showed on the check list. The counts were then converted in percentages into a grid according to the number of the chunks. After each grid had been completed, performances were examined to describe behaviors.

Chapter 4: Findings

This chapter reports the outcomes obtained through the instruments described in Chapter 3. It provides explanations of the findings per instrument and comparative descriptions of the participants' behaviors regarding the impact of explicit instruction on intonation and the transfer of such instruction into their oral communicative skills.

4.1 Results of pre-survey

Tables 8 to 15 show participants responses according to each question and the initial behaviors noticed.

Table 8. Participants' responses to question 1 of the pre-survey

<i>Question 1: ¿Cómo calificas la importancia de la entonación cuando hablas inglés?</i> (How do you qualify the importance of intonation when you speak English?)					
	Muy importante (very important)	Moderadamente importante (moderately important)	Relativamente importante (relatively important)	No muy importante (not very important)	Sin importancia (Not important)
16-18	73%				
19-older	27%				

Although it might seem predictable that learners admitted that acquiring knowledge is of great relevance, Table 8 confirms that there appeared to be a preeminent posture of participants before the need for instruction; perhaps due to the unclear notions they might have regarding intonation and its functionality or else their familiarization with it. Both younger and older learners attributed high priority to the use of accurate intonation in speech. This could possibly be a sign that further instruction on the topic may have become pertinent for their language

development considering that not only their individual speech would be nurtured but also their future professional performance as teachers of the foreign language.

Table 9. Participants' responses to question 2 of the pre-survey

<i>Question 2: ¿Puedes percibir cuándo estás usando la entonación correcta al hablar inglés?</i> (Can you perceive if you are using the correct intonation when you speak English?)					
	Siempre (Always)	Generalmente (Generally)	Algunas veces (Sometimes)	Rara vez (Rarely)	Nunca (Never)
16-18		36%	27%	6%	6%
19-older		8%	17%		

The tendency in question 2 as Table 9 reveals is that most participants were usually or often aware of when to use the correct intonation. The distribution shows that 44% of the participants claim to be usually able to discriminate the correct intonation patterns to use when they speak. The 56% pointed out less and much less sense of perception of accuracy in intonation. This might represent that participants' uncertainty on the use of the correct intonation in speech was still an issue for them. Something to remark is that participants, especially those under 19, expressed more certainty towards their perception.

Table 10. Participants' responses to question 3 of the pre-survey

<i>Question 3: Considerando que tu lengua nativa es el español, ¿Puedes diferenciar tu entonación en español y tu entonación en inglés conscientemente?</i> (Considering that your native language is Spanish, can you consciously make the difference between your intonation in Spanish and your intonation in English?)					
	Siempre (Always)	Generalmente (Generally)	Algunas veces (Sometimes)	Rara vez (Rarely)	Nunca (Never)
16-18	9%	22%	28%	14%	
19-older	9%	18%			

In general, phonological awareness related to the intonation particularities that differentiate participants' mother tongue and English language seems to be clear according to the

table. This is assumed by the fact that 58% of the participants alleged recognition of the differences between the two languages. Younger participants took the lead with respect to the discrimination of intonation characteristics between their mother tongue and the foreign language. In contrast, it is noticeable that 42% of the participants under 19 stated their difficulty in this distinction when they spoke. In this regard, instruction on intonation might accentuate their ability to differentiate both languages in speech and support their improvement in the foreign language use.

Table 11. Participants' responses to question 4 of the pre-survey

<i>Question 4: ¿Actualmente recibes alguna guía o instrucción acerca del uso de la entonación en tus clases de inglés? (Are you currently receiving any instruction on intonation in your English language classes?)</i>					
	Siempre (Always)	Generalmente (Generally)	Algunas veces (Sometimes)	Rara vez (Rarely)	Nunca (Never)
16-18	5%	50%	10%	5%	5%
19-older	13%	7%			5%

Here, it can be noticed that 75% of the participants indicated receiving any kind of instruction of intonation in their English language classes with usual frequency, yet this diverges with data from Table 9 and 10 in which their recognition of correct intonation patterns in English was markedly dubious for the 36% of the participants. Particularly referring to younger participants in Table 11, though, a 55% affirmed having received instruction on the use of intonation. This may mean that instruction on general pronunciation could have occurred but was possibly not effective enough to make all participants assert certainty on the use of intonation in English. Such supposition is based on the participants whose responses range from “sometimes” to “never” (20%). Although their number is not highly representative in comparison with the other 75%, it might be another indicator of uncertainty on the development of intonation.

Additionally, an amount of only 20% of older participants acknowledged receiving any instruction on intonation.

Another influencing factor for the data seen on Table 11 could have been participants' imprecise understanding of intonation as a subcomponent of pronunciation affecting speech. Participants possibly confused specific instruction on intonation with overall guidance and/or error correction on pronunciation.

Table 12. Participants' responses to question 5 of the pre-survey

Question 5: ¿Usas alguna estrategia para mejorar tu entonación? Si tu respuesta es SI, por favor indica tu estrategia (Do you use any strategy to improve your intonation? If your answer is YES, please choose the strategy)						
	<i>Si (Yes)</i>	<i>No</i>	<i>Ver videos sobre entonación (Watch videos about intonation)</i>	<i>Leer textos escritos sobre entonación (Read about intonation)</i>	<i>Consultar con otros la correcta entonación (Ask others about intonation)</i>	<i>Otra estrategia (Another strategy: Online Software)</i>
16-18	41%	32%	18%	5%	14%	5%
19-older	14%	13%	5%		8%	

Table 12 displays how participants apparently tended to employ strategies to compensate lack of knowledge regarding intonation. Younger participants (32%) seemed to be more inclined to the use of videos and asking others rather than reading or browsing the internet to ensure about their intonation. These behaviors might suggest that participants found it more enriching to use imitative models shown on videos or oral demonstrations from others to develop knowledge on accurate intonation patterns. Here, explicit instruction gains relevance to guide learners on how to apply knowledge about intonation and be able to develop more self-correction. Modeling pitch contours explicitly may represent a way out towards improvement hereby.

Table 13. Participants' responses to question 6 of the pre-survey

<i>Question 6: ¿Con qué frecuencia usas el inglés para comunicarte oralmente con otras personas?</i> (How often do you use English to communicate with others?)					
	Todos los días (Everyday)	Cuatro veces a la semana (Four days a week)	Dos o Tres veces a la semana (Two or three times a week)	Rara vez (rarely)	Nunca (Never)
16-18	14%	18%	36%	9%	
19-older		5%	18%		

Defining how applicable instruction is likely to be depends on the opportunities participants have to communicate in English with others. Such matter is not easy to measure. Nevertheless, the table above indicates that most participants speak English up to three or four times a week. Only 14% of the participants claimed to practice their English everyday or four days a week. Younger participants showed greater percentages when using the language than older participants. This is relevant in order to point out that the frequency of use of the language is relatively consistent. Most learners are younger than 19 and such attitudes might be the basis to think of explicit instruction on intonation as an aspect to be improved and consequently motivate learners' certainty so that they may interact with much more frequency. In general, though, the frequency of the use of the language is restricted to two or three days weekly according to results.

Table 14. Participants' responses to question 7 of the pre-survey

Question 7: Describe como te sientes cuando alguien corrige tu pronunciación o entonación (usa máximo 15 palabras)
[Describe how you feel when someone corrects your pronunciation or intonation? (use no more than 15 words)]

All participants admitted the acceptance of correction or instruction on intonation for their personal improvement regardless of their age.

Responses to question 7 from learners were similar. Though it intended to view participants' reactions to instruction or corrective instruction, this table summarizes the general

homologous response that participants provided. This might mean, though, that instruction also supports correction and self-correction. Learners apparently recognized the importance of being directly guided as a means towards improvement.

Table 15. Participants' responses to question 8 of the pre-survey

<i>Question 8: En relación a tu aprendizaje del inglés ¿Practicas lo que aprendes por fuera del salón en tus clases de inglés?</i> (Do you put into practice what you learn outside the classroom in your English classes?)					
	Siempre (Always)	Generalmente (Generally)	Algunas veces (Sometimes)	Rara vez (Rarely)	Nunca (Never)
16-18	32%	27%	13%		
19-older	14%	14%			

Participants alleged bringing knowledge from outside the classroom into their language classes within a high rate of frequency. In this table, one can observe that both younger and older participants commonly put into practice what they learn outside their regular English language lessons. 87% of the participants regularly apply knowledge to their language development. This factor is essential since it reflects the pertinence of delivering any kind of instruction. Despite it might be thought of as usual that learners often may not tend to practice what they learn unless in the classroom, their admitting application of the knowledge they develop could deem explicit instruction opportune. In an overall view, this aspect appears to be a constant habit among these learners regardless of their age.

4.2 Results of post survey

Tables 16 to 21 show participants' responses according to each question. The following outcomes reflect responses from participants after the explicit instruction sessions were oriented.

Table 16. Participants' responses to question 1 of the post-survey

<i>Question 1: ¿Qué tan importante consideras el uso de una correcta entonación cuando hablas inglés? (How important do you consider the use of the correct intonation when you speak English?)</i>					
	Totalmente (Totally)	Moderadamente (Moderately)	Relativamente (Relatively)	Escasamente (Scarcely)	Nulamente (Not at all)
16-18	40%	7%			
19-older	53%				

Table 16 reflects responses in question 1 of the post survey which was also used in the presurvey. It corroborates that learners acknowledged the priority of intonation in speech. The post survey registered a change in older participants' responses. In comparison with question 1 of the presurvey, the percentage of older participants who recognized the importance of intonation changed from 27% to 53 %. Thus, this change in responses represents a signal of how instruction brought about learning and is a plateau for learners to develop greater improvements in their intonation given that they admit its importance in oral communication.

Table 17. Participants' responses to question 2 of the post-survey

<i>Question 2: ¿Percibes cuándo estás usando la entonación correcta al hablar inglés? (Can you perceive if you are using the correct intonation when you speak English?)</i>					
	Totalmente (Totally)	Moderadamente (Moderately)	Relativamente (Relatively)	Escasamente (Scarcely)	Nulamente (Not at all)
16-18		27%	13%	7%	
19-older	20%	20%	7%	7%	

Responses in question 2 show participants' improvement in their perception of pitch contours. In contrast with their responses in the pre survey which account for 44% (see Table 9) of participants who generally recognized intonation patterns accurately, Table 17 pictures a favorable percentage of 67% regarding this aspect. Hence, improvement in the perceptual aspect

on intonation is remarkable in order to deem explicit instruction on intonation effective. Older participants exceeded the younger ones in acknowledging the perception of intonational contours.

Table 18. Participants' responses to question 3 of the post-survey

<i>Question 3: Considerando que tu lengua nativa es el español, ¿Puedes diferenciar tu entonación en español y tu entonación en inglés conscientemente? (Considering that your native language is Spanish, can you consciously make the difference between your intonation in Spanish and your intonation in English?)</i>					
	Totalmente (Totally)	Moderadamente (Moderately)	Relativamente (Relatively)	Escasamente (Scarcely)	Nulamente (Not at all)
16-18	13%	26%	7%		
19-older	7%	40%	7%		

Question 3 of the post survey was also subjected to contrast with question 3 of the presurvey. Participants affirmed to have improved their recognition of intonation contours in English contrasted with those of their mother tongue (Spanish). Table 18 registers that a percentage of 86% of the group was able to differentiate the use of pitch contours corresponding to each language. A betterment in this aspect was accomplished since the same question asked in the presurvey informed about 58% of participants who could always or generally make the difference between both languages (see Table 11). Older participants alleged greater increase in this aspect in opposition to the younger ones.

Table 19. Participants' responses to question 4 of the post-survey

<i>Question 4: ¿Las sesiones instructivas sobre entonación que recibiste te ayudaron a mejorar conscientemente tu entonación cuando hablas inglés? (Did the instruction sessions on intonation that you received help you consciously improve your intonation when you speak English?)</i>					
	Totalmente (Totally)	Moderadamente (Moderately)	Relativamente (Relatively)	Escasamente (Scarcely)	Nulamente (Not at all)
16-18	33%	13%			
19-older	47	7%			

Although learners' perception on their own improvement on intonation is not a sufficient evidence of actual improvement, Table 19 does emphasize participants' learning and empowerment before the aspect of intonation. 80% of the group admitted the instructional sessions notably contributed to the enhancement of their oral communicative skills in English. From this perspective, explicit instruction on intonation proved to be transferable into participants' oral communicative skills in the foreign language.

Younger learners accounted for the 46% of improvement and older learners peaked a 54%. There was an acceptable balance in regard to the effect of explicit instruction. This means that the sessions helped learners achieve progress up to a reasonable degree as to provoke superior advancements in their oral communication.

Table 20. Participants' responses to question 5 of the post-survey

<i>Question 5: ¿Consideras que tienes la capacidad para corregir a alguien que está usando una entonación incorrecta? (Do you consider you are able to correct someone who is using an incorrect intonation?)</i>					
	Totalmente (Totally)	Moderadamente (Moderately)	Relativamente (Relatively)	Escasamente (Scarcely)	Nulamente (Not at all)
16-18	7%	20%	7%	13%	
19-older	13%	20%	7%	13%	

Under the view of Silverio-Pérez (2014), phonetic correction plays a preeminent role for the acquisition of phonemic competence (the ability to articulate language according to its inherent characteristics) whose function is to foster communicative efficacy. This view accounts for the aim of question 5. Results charted in Table 20 show that 60% of participants became competent enough in the recognition and use of intonation patterns so as to be able to identify this use or misuse by other speakers around them. Although 40% of them affirmed to have latent insecurity, the previous percentage demonstrates that explicit instruction on intonation resulted

considerably efficient to allow learners to be aware of their own intonation, articulate pitch contours accurately and recognize the misuse of those in others.

Table 21. Participants' responses to question 6 of the post-survey

<i>Question 6: ¿Puedes identificar diferentes tipos de entonación cuando lees un texto en voz alta o cuando participas en un diálogo? (Can you identify different types of intonation when you read aloud or when you participate in a dialogue?)</i>					
	Totalmente (Totally)	Moderadamente (Moderately)	Relativamente (Relatively)	Escasamente (Scarcely)	Nulamente (Not at all)
16-18	7%	26%	7%	7%	
19-older	7%	20%	13%	13%	

Reading aloud and role playing a dialogue are two distinct oral tasks. Perhaps, this differentiation was not taken into account by participants and responses were affected. Nevertheless, Table 21 illustrates that 60% of participants affirmed to be totally or moderately able to identify intonation patterns in either task. This supposes a significant discovery seeing that it confirms outcomes in the previous tables where participants admitted that explicit instruction aided to enhance their abilities to identify and use pitch contours accurately. Thus, transfer of learning is also evidenced hereby since most participants claimed to be able to apply instruction into two different types of tasks oriented to promote oral communication efficacy.

4.3 Results of Pre-test vs Post test

Data obtained through the tests were compared to examine improvements after explicit instruction on intonation was served. 11 statements and 9 questions in total were selected as the center of analysis from both tasks (Situation A and Situation B). The outcomes presented on Table 22 below reflect the percentage of participants who managed to articulate the intonation patterns accurately according to the tasks performed.

Table 22. Comparative results of the pre test and the post test.

	<i>Statements accuracy</i>	<i>Questions accuracy</i>		<i>Average of intonational accuracy</i>
		Yes- No	Wh-	
<i>Pre-test</i>	83%	89%	40%	71%
<i>Post-test</i>	92%	100%	63%	85%

Outcomes in the pretest exposed that participants could vocalize pitch contours of statements and yes-no questions at a high rate. However, pitch contours at wh-questions represented a struggling task as participants only peaked 40% of accuracy. With regard to statements (characterized by fall contours), they tended to be easier to produce by learners. This behavior was also noticed during the participatory observation. Participants demonstrated more security in uttering statements during the instructional sessions although some of them assigned a usual inaccurate rise pattern at the end of some statements during the pretest. Those statements containing introductory expressions and those with more complex syntax particularly figured as the most difficult for participants. Hesitating vocalizations were registered with more frequency in utterances highlighted at Turn 9 and Turn 12 in situation A. The same occurred at Turn 3 and Turn 13 in Situation B. This latter appears to have remained as a constant difficulty for them during both tests. Probably, the syntactic construction of the utterance was an influencing factor.

In reference to questions, yes-no questions pitch contours were generally managed by learners who reached an 89% of accuracy in the pretest. In very few cases learners failed to articulate them appropriately, perhaps due to an overall tendency borrowed from their mother tongue to use high pitch at the end of yes-no questions. In opposition, wh-questions intonation patterns depicted a low rate of accuracy by participants. It was observed that most of them

generalized the normal high ending tones of yes-no questions into the wh-questions. Thus, only a 40% of accuracy was obtained accordingly.

Unlike the pretest, the post test exhibited greater skillfulness at pitch contours by participants. The articulation of fall contours at the end of statements had an increase as well as the vocalization of rise contours when employing introductory expressions in statements. Pitch contours reached a 92% of accurate performance. Although changes were not highly substantial confronted with the pretest results, a progress in this aspect was still significant to validate the occurrence of learning posterior to the explicit instructional sessions on intonation. It is pertinent to highlight hereby that learning is a time-oriented process and minimal achievements should not be disregarded for they add up foundation to greater ones.

With respect to the vocalization of yes-no questions, participants were more skillful at vocalizing yes-no questions rather than wh-questions used in the tasks. Yes-no questions were errorlessly pronounced by participants who registered an improvement of 100% in these utterances. Despite they signaled lower accomplishments when they pronounced wh- questions in the pretest, the post test outcomes accounted for an increase of 23% of improvement respecting the articulation of those types of utterances. Learners were able to employ fall contours at the end of wh-questions rather accurately. The generalization rules of intonation respecting these questions was diminished. Evidently, participants' literacy on the use of accurate intonational patterns underwent transfer into their performances during the development of the dialogue tasks which approves of the efficacy of instructional sessions on intonation. Thus, participants displayed better competence in both the recognition of pitch contours and their correspondent vocalization according to the type of utterance.

Improvements found in the post test were deemed representative. The average of accuracy of intonational patterns in participants changed from 71% to 85%. Outcomes in the oral tasks as

a medium to measure performance supported the effectiveness of explicit instruction on intonation over participants' oral communication.

4.4 Comparison of test: group A vs group B

The focus group of this research named Group A for comparative purposes was contrasted to another group of participants named Group B which did not undergo any kind of explicit instruction or intervention during the study. The following data introduce the outcomes yielded by analyzing Group A' s post test and Group B' only test (see Table 23).

Table 23. Comparative results of Group A in the post test and Group B (not instructed)

	Statements accuracy	Questions accuracy		Average of intonational accuracy
		Yes- No	Wh-	
Group A (Post test)	92%	100%	63%	85%
Group B	96%	100%	32%	76%

An evident difference between Group A's post test and Group B' only test in their average of intonational accuracy is reflected on the table above. Percentages were 85% and 76% respectively. Even though Group B overcame Group A' results in the vocalization of statements compared to both the pretest and the post test, Group A outcomes became more balanced with Group B in the post test. They reached 92% and 96% of accuracy correspondingly. Therefore, explicit instruction to Group A was also conducive to narrow the gap between both groups' performances with respect to statements.

On the other hand, yes-no questions were more equalized in terms of performance, both groups peaked a 100% of accuracy in these questions. This outcome also corroborates the

efficacy of explicit instruction in Group A if compared to its results in the pretest and achievements in the post test.

Contrary to the previous findings, wh-questions' intonation accuracy in Group B was far lower than Group A's, referring to both the pretest and the post test. Group B showed a 32% of accuracy while Group A achieved a 63% after instruction. Under this scenery, explicit instruction resulted exceedingly advantageous to increase the level of accuracy in learners' intonation. The discrepancy between the groups led to ponder that transfer from the instructional sessions was much more successful in this aspect rather than in statements' or yes no questions' vocalizations.

4.5 Discoveries in the observation

The instructional sessions observed were focused on orienting learners towards the pitch contours that English language has. Recordings revealed that the instructor first elicited ideas from learners to analyze their perception on intonation. Then, he provided participants with a general landscape on the role of intonation in speech by explaining its functions. The teacher/researcher employed chunks of sentences rather than full texts to contextualize learners. This allowed them to perceive the intonational singularities in discourse and isolate other suprasegmental features which support speech. In the first session, participants were able to relate the pitch contours drawn over the examples as seen on the instructional material the instructor employed (see Appendix D). After the mingling task developed in this session, learners admitted the recognition of the communicative purposes reflected by the pitch contours exemplified through the statements. Drills of repetition aided to reaffirm this.

The second session strengthened the abovementioned. Participants were directly exposed to the explicit illustration of how the basic patterns of intonation operate under low, mid and high tones of the voice. While they were reading the examples the instructor asked them to, participants could distinguish that the intonation of statements, and wh-questions required a

lowering tone at the end but yes-no questions needed an increasing ending tone. Notably, some participants tended to rise their tone during wh-questions but the instructor provided correction at this occurred. Such tendency was confirmed by the pretest, in which questions resulted in a lower percentage of accurate performance by participants, especially some wh-questions. Nevertheless, this was slightly improved and confirmed in the post test.

The third session exhibited participants' greater appropriation of knowledge during the practice activities. During the drilling activity, participants were able to make the appropriate pauses and rise-fall tones in longer sentences. Additionally, working in pairs led them to work collaboratively and make corrections among themselves. Something to remark was seeing that some participants corrected their partners by modeling themselves or having the other repeat until they made sure accuracy was developed. Both group drilling and individual repetition of the target expressions aided to potentiate participants' self-reliance in speech. Furthermore, the roleplaying of the short dialogues used in this session served for students to evaluate their own vocalization and identify strengths and weaknesses within themselves and their partners. The instructor openly reported that most performances had been outstanding though some aspects were still subject to be honed.

Compared to the post survey and the post test, the observation converged on the notion that instruction was meaningfully opportune and practical to enhance learners' competences. Awareness on the features of intonation was raised. Strategies for oral correction were empowered by learners and the interactional models used to develop the tasks were functional. Also, the observation registered that the instructor's constant feedback was a booster in the achievements as well as his simplification of the presentation of knowledge to learners.

4.6 Checklist

Data gathered through the checklist unveiled participants' behaviors concerning the reading-aloud task. They were condensed into the following grid (Table 24).

Table 24. Results of the reading-aloud task through the checklist

	Chunk 1 “What colors can you see?”	Chunk 2 “Fridges were white and cars were red”	Chunk 3 “Fridges, computers, cars and digital cameras were also silver”	Chunk 4 “Why was it so popular?”	Chunk 5 “Why? You decide”	Total
<i>Participants Total</i>	28%	72%	72%	33%	77%	56%

As visualized on Table 24, the general average of accuracy (56%) among all participants was not remarkable compared to the outcomes in the post test, though. Particularly, learners encountered more difficulty in chunks 1 and 4 which emphasized wh-questions. This is similar to the discoveries found during the tests, learners peaked lower intonational accuracy in wh-questions but it was subsequently improved as demonstrated in the post test. Again, learners might have possibly generalized the rising tone inherent of yes-no questions and put it into the wh-questions. In spite of this, participants' intonational accuracy was notable in chunks 2, 3 and 5. These chunks emphasized rise-fall patterns. Apparently, learners found it easier to articulate mixed patterns rather than single falling tones inside wh-questions.

Chapter 5: Discussion

A detailed characterization of the outcomes was reported on Chapter 4 to inform about this study's accomplishments. Now, this chapter offers reflections to elucidate the impact of explicit instruction on intonation over learners' oral communication and discuss about its role in the transfer of knowledge in this context.

The sample group showed homologous results to the discoveries of Zhuang (2015), participants reported to have become more conscious of the importance of intonation for effective communication in English. This is demonstrated by the outcomes in the post survey. Besides, explicit instruction accentuated their ability to differentiate Spanish and English suprasegmentals. This suggests an outstanding outcome in this study if one heeds attention towards the fact that the context of learning of the participants is bilingual. Aufa (2011) & Grabe, Rosner, García-Albea, & Zhou (2003) support this stance, given the cross-linguistic relationship between the languages. Making the difference between pitch contours in both languages- Spanish and English as it is their case- becomes a must-learn, for they are studying to be equally competent teachers of both languages. Moreover, results suggest that learners were not only able to develop phonemic competence but also that transfer of learning occurred in terms on strategic competence revealed through their capacity to discriminate accurate intonation and provide correction.

Participants were able to exemplify their recognition of the different intonation contours that take place during oral communication according to the nature of the utterances (statements or questions). Outcomes accounted for improvement in the vocalization of these type of utterances through the practice of dialogue role playing. Besides, posterior accuracy of the control group (Group A) was leveled up with that of the non-treated group of reference (Group B). The post test validated that accuracy in the control group was balanced with the reference group and exceeded this latter's rates of accuracy in wh-questions contours.

In the reading-aloud task, participants demonstrated no major improvements after explicit instruction on intonation was delivered. This behavior might owe to what Park (2011) discusses about the differences between intonational patterns articulated from a text of a specific genre and pitch movements expounded in conversational situations. While dialogues involve features such as turn-takings, body language, voice volumes and emotional conditions, aspects such as punctuation, text sequence and genre are crucial to determine what changes in the voice a speaker must assume when reading a text aloud. These two tasks represent distinctive challenges for a speaker. Such reasons explain why outcomes resulted dissonant even though participants also read the dialogues in the role-play task that tests evaluated. Deeper training on reading aloud to improve intonation is a pedagogical solution to take advantage of this strategy.

Unexpected findings arose during the study. Gender was not a factor conceived in the research. Nonetheless, one of the findings addresses female participants in the reading aloud task. Even though this task was not successful enough for the whole group, female participants exceeded males in their accurate vocalization of contours. This is explained by the fact that the number of females were higher than males in the control group. They were also more participative during the instructional sessions. Perhaps, this is a factor that requires analysis to see whether there is a close relationship between gender attitudes towards intonation. Another finding showed that participants vocalized rise-fall patterns in longer phrases more accurately than single falling tones in wh-questions in the reading-aloud task. A generalization of the rules of intonational patterns modeled during the instructional sessions was a possible cause for such result. Learners tended to perceive rising tones more easily than falling ones. Since longer phrases combine these two, they could have functioned as a booster to improve both patterns and differentiate them.

In a nutshell, explicit instruction enabled participants' transfer of learning. Outcomes confirmed that the instructional sessions on intonation observed aided participants to increase their level of accuracy regarding pitch contours. The post survey revealed that learners acknowledged usefulness and progress attributed to the efficacy of those sessions. Besides, the level of insecurity formerly informed in the presurvey was surpassed due to explicit instruction which drove participants to visualize prosodical features of language that they were probably not able to figure out on their own by means of implicit learning. Explicit instruction was supportive enough to enhance their ability to articulate intonational contours appropriately in conversational tasks. Outcomes suggest that tasks which are more interchanging lead to accomplish further achievements rather than monological tasks. And, learners' level of accuracy can be optimized up to the level of other learners with similar conditions under the same learning context.

Chapter 6: Conclusion

Explicit instruction has proven to be an effective pedagogical practice for the betterment of the intonational accuracy of second semester pre service teachers in a Spanish and English undergraduate program in this research. This is corroborated by other studies with correlative results (Akakura, 2012; Toth & Guijarro-Fuentes, 2013; Thomson & Derwing, 2014). Transfer of knowledge is evidenced through the achievements indicated in the former chapters. A final survey gathered learners' account of their improvements in their awareness, recognition, distinguishing and use of the intonational patterns aimed. They evinced this progress after several sessions of explicit instruction on intonation contours were realized. Dialogue role-playing portrayed an adequate task to test learners' advancement in their accuracy. Statements, yes-no questions and wh-questions were the main focus of the testing. Intonational contours were remarkably improved in the three types of utterances yet the major achievement resulted in the wh-questions pitch contours which were initially problematic for the participants.

Explicit instruction serves to help learners to embrace knowledge that surpasses their abilities to unearth it and process it implicitly. It allows them to draw a wider landscape on how to use language, and particularly in this study's sample group, how to possibly teach it in their future practice. Literacy unmasked by means of explicit instruction gives learners a sense of scaffolded direction and purposefulness towards their independency (Archer & Hughes, 2010). This research has shed light on how the adoption of this pedagogy enhances intonation, as part of effective communication, so that it may gain more relevance among teachers and researchers. Thus, the use of explicit instruction to improve intonation in language acquirers of others settings depicts a challenge that is worth following to prove its efficacy.

Furthermore, the proper strategies and materials to explicitly orient learners in how to perform more accurately at the intonational level will remain as a matter of discussion. More extensive training will also be necessary to produce greater outcomes. This is an attempt that language education and future research need to set efforts to. Further explorations are required to determine what other effects explicit instruction may have in the field of pronunciation and intonation that foster language teaching and acquisition.

6.1 Implications

Intonation is essential to acquire competence and proficiency in a language since it conveys pragmatic meanings that bear emotions and motives and indicate the dynamics of discourse (Crosby, 2013). Throughout the upcoming of new approaches to language acquisition, such as the Communicative Language Teaching (CLT), intonation has been a disregarded component of speech claimed to be developed implicitly by means of imitation or exposure to authentic native-like modeling on pronunciation. Nonetheless, this research has found that explicit instruction on intonation can cause an impact in language acquirers' oral communication.

Firstly, it is a dutiful commitment of language education to promote autonomy and knowledge empowerment among learners, something that explicit instruction directly seeks by awakening learners' awareness on the intrinsic flow of language. Thus, self-regulated mastery of the aspects of language can be unfolded through explicit instruction. This is congruent with the findings exposed by Farshi & Baghbani (2015) and McManus & Marsden (2017).

Secondly, there is a latent need for revising methodologies that foster the know how-to-know in order to expand learners' competencies from inside the classroom out into the local and global community, much more as connections between cultures around the world are tightening nowadays. Khromov & Minakova (2014) stressed the preeminence and dependability of grasping intonational features appropriately to give way to intercultural communication. This standpoint

supports the idea that *intonational competence* should not entail a rather subliminal ability but a consciously built and meaning-carrying property of speech. Here, explicit instruction fell conveniently to heighten participants' capacity to articulate language at a more meaning-constructive level in order to start embracing the world through language. Participants' comfortability and confidence were also potentiated as explicit instruction unraveled (Zhuang, 2015). The pretest displayed participants' high rates of intonational patterns accuracy in statements and yes-no questions, yet wh-questions contours bore lower rates. The post test showed that explicit instruction served to harden those strengths and provided ground for learners to overcome their weaknesses, particularly in wh-questions which are oriented to request information from interlocutors.

Thirdly, decisions on what language-developing tasks language instructors should implement are vital. When using different genres, the selection may contribute either as enhancing or hampering devices in instruction if not sufficient training is catered. Results demonstrated that dialogue role playing proved more profitable than reading aloud in contrast with Park's (2011) intervention on intonation with oral reading practices. The interactivity of the dialogues permitted learners to dynamize their interventions and let discourse flow with more naturalness. Turn takings collaborated for learners to discriminate their interlocutors' attitude and respond assertively by selecting the accurate pitch contours during the oral tests. On the contrary, the reading aloud test was not as advantageous probably owing to lack of training in that specific task. It becomes necessary to instruct learners during a longer period of time to appraise its effect over the improvement of intonation given the particularities of each genre.

Fourthly, this study lends strong support to the field of foreign language teaching, principally for the setting where it was conducted. Up to the date, there had been no studies which -in this geographical zone- examined the value of explicit instruction in learners of a

hybrid program, that is, where teaching and learning of both English and Spanish are acquired not only as languages for communication but also as languages to be instructed. Learners of this context were first-year preservice teachers of a Spanish and English teaching program at a public university. This duality also implies more profound connotations. Explicit instruction took place inside a contrastive setting where the dialogue between two languages is permanent. Both languages are constantly weaving interlinguistic discourses where aspects from one and the other become opposite and complementary at the same time (Martínez Agudo, 2012; Kecskes & Papp, 2000). Thus, explicit instruction set the path for learners to be able to relate languages, associate the similarities between their prosodical features, familiarize with their coexistence and develop oral proficiency based on their differences.

6.2 Limitations of the study

A set of limitations are present in the study. In first place, it involved a group that was only available for treatment two hours weekly given conditions inherent to their context, the curriculum design and the academic program. The sample taken was a convenient group. The number of students per class that the program contemplates is small. That explains why the sample was small. The main reason to choose it were the accessibility of the teacher-researcher and his experience with former groups who studied the same subject he teaches.

The context was a public university, at the beginning of the data collection stage, the institution ceased their academic activities during a period of four months due to national strikes. The data collection had to be postponed until the institution restarted its activities. The instructional sessions might have needed more extended sessions but they were only 3 given the availability of the participants, the institutional changes in relation to the academic calendar and the fact that these sessions interrupted the normal development of the teacher's curricular plan

because they borrowed time from participants' normal classes so as to deliver specific instruction on intonation.

The study only considered one group of learners: the second semester preservice teachers of a Spanish and English teaching program. A second group of learners (named Group B in the research) was only used in the post test for comparative purposes. The groups, then, do not constitute all the learners of the program. Some participants from the initial sample were removed in the process due to an incidental students' resignation to the program or unjustified absence from their classes. Therefore, the sample was reduced to 15 learners.

Intonation is a usually overlooked and complex aspect of speech. It is said not to be teachable but developed in an underlying manner. The analysis included statements, yes-no questions and wh-questions strategically highlighted in dialogues and a text. The omission of other contexts where intonation contours can be examined was intentional to avoid unmeasurable broadness. The study did not attempt to deepen into how functions of intonation take place but rather how the explicit instruction of contours may cause transferable improvement into their oral communication.

Moreover, generalization of the findings is not applicable. Nevertheless, the information generated endeavors to lay foundation in language education and incite the attention of pronunciation and intonation forthcoming research.

Another limitation refers to the measurement of the tasks which are subject to a certain degree of error since they were humanly implemented, evaluated and interpreted. Nonetheless, the researcher experience and expertise in the field adds more validity to the process.

6.3 Recommendations for future research

The present research pictured a scenario of the effectiveness of explicit instruction on

intonation to consequently improve the oral communication of pre service teachers in a Spanish and English program. Various recommendations are opportune.

The main proposition is to materialize studies that espouse explicit instruction on intonation for the enhancement of language acquirers' oral communication. It would be of enormous value to explore whether the treatment adopted in this paper is functional for other contexts of the same nature.

The design of material to instruct, test and evaluate this type of process would be pertinent if they become the object of forthcoming research. Suprasegmentals are a wide dimension of speech that deserve exploration and the creation of materials that facilitate their development, especially in the context of hybrid academic programs. Interesting to see could be to use those materials to examine how complementarily both languages work at the suprasegmental level and how learners cope with this interwoven relationship.

Future investigations may also be guided towards celebrating a closer marriage between the latest approaches to language teaching and language acquisition and instruction on intonation, since these do not incorporate it as a component worthy of special attention. Additional to this, knowledge could be generated in the future about the deeper incidence of intonational competence in a moment of human kind when the cultures of languages and the languages of the cultures seek more intimacy.

Explicit instruction bears credibility as the tasks employed to promote learning are suitable, applicable and generate newness. Here, posterior studies could analyze how reading loud practice through random text genres may further accuracy in intonational patterns. This would be particularly practical to supply advocates of the instruction on intonation or pronunciation with didactical variety to approach prosody. The road towards new discoveries is still before research's eyes.

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Appendix A: Pre survey

Encuesta Inicial

Las siguientes preguntas están diseñadas para conocer su opinión acerca del tema de La Entonación. Por favor, responda de acuerdo con lo que sepa o considere.

- Por favor indique su edad

Ahora, responda las preguntas indicadas debajo. Marque con ☐ una su respuesta

1. ¿Cómo calificas la importancia de la entonación cuando hablas inglés?

- | | |
|--------------------------|--------------------------|
| Muy importante | <input type="checkbox"/> |
| Moderadamente importante | <input type="checkbox"/> |
| Relativamente importante | <input type="checkbox"/> |
| No muy importante | <input type="checkbox"/> |
| Sin importancia | <input type="checkbox"/> |

2. ¿Puedes percibir cuándo estás usando la entonación correcta al hablar inglés?

- | | |
|---------------|--------------------------|
| Siempre | <input type="checkbox"/> |
| Generalmente | <input type="checkbox"/> |
| Algunas veces | <input type="checkbox"/> |
| Rara vez | <input type="checkbox"/> |
| Nunca | <input type="checkbox"/> |

3. Considerando que tu lengua nativa es el español, ¿Puedes diferenciar tu entonación en español y tu entonación en inglés conscientemente?

- | | |
|---------------|--------------------------|
| Siempre | <input type="checkbox"/> |
| Generalmente | <input type="checkbox"/> |
| Algunas veces | <input type="checkbox"/> |
| Rara vez | <input type="checkbox"/> |
| Nunca | <input type="checkbox"/> |

4. ¿Actualmente recibes alguna guía o instrucción acerca del uso de la entonación en tus clases de inglés?

Siempre	<input type="checkbox"/>
Generalmente	<input type="checkbox"/>
Algunas veces	<input type="checkbox"/>
Rara vez	<input type="checkbox"/>
Nunca	<input type="checkbox"/>

5. ¿Usas alguna estrategia para mejorar tu entonación?

Si ☐ No ☐

Si tu respuesta es SI, por favor indica tu estrategia:

- ☐ Veo videos explicativos sobre entonación
☐ Leo acerca del uso de la entonación
☐ Pregunto a otros como usar la correcta entonación
☐ Otra, ¿cuál? _____

6. ¿Con qué frecuencia usas el inglés para comunicarte oralmente con otras personas?

Todos los días	<input type="checkbox"/>
Cuatro veces a la semana	<input type="checkbox"/>
Dos o tres veces a la semana	<input type="checkbox"/>
Rara vez	<input type="checkbox"/>
Nunca	<input type="checkbox"/>

7. Describe como te sientes cuando alguien corrige tu pronunciación o entonación (usa máximo 15 palabras)

8. En relación a tu aprendizaje del inglés ¿Practicar lo que aprendes por fuera del salón en tus clases de inglés?

Siempre	<input type="checkbox"/>
Generalmente	<input type="checkbox"/>
Algunas veces	<input type="checkbox"/>
Rara vez	<input type="checkbox"/>
Nunca	<input type="checkbox"/>

Appendix B: Post survey

Encuesta Final

Las siguientes preguntas están diseñadas para conocer su opinión acerca del tema de La Entonación. Por favor, responda de acuerdo con lo que sepa o considere.

- Por favor indique su edad

Ahora, responda las preguntas indicadas debajo. Marque con ☐ una su respuesta

1. **¿Qué tan importante consideras el uso de una correcta entonación cuando hablas inglés?**

Totalmente	<input type="checkbox"/>
Moderadamente	<input type="checkbox"/>
Relativamente	<input type="checkbox"/>
Escasamente	<input type="checkbox"/>
Nulamente	<input type="checkbox"/>

2. **¿Percibes cuándo estás usando la entonación correcta al hablar inglés?**

Totalmente	<input type="checkbox"/>
Moderadamente	<input type="checkbox"/>
Relativamente	<input type="checkbox"/>
Escasamente	<input type="checkbox"/>
Nulamente	<input type="checkbox"/>

3. **Considerando que tu lengua nativa es el español, ¿Puedes diferenciar tu entonación en español y tu entonación en inglés conscientemente?**

Totalmente	<input type="checkbox"/>
Moderadamente	<input type="checkbox"/>
Relativamente	<input type="checkbox"/>
Escasamente	<input type="checkbox"/>
Nulamente	<input type="checkbox"/>

4. **¿Las sesiones instructivas sobre entonación que recibiste te ayudaron a mejorar conscientemente tu entonación cuando hablas inglés?**

Totalmente	<input type="checkbox"/>
Moderadamente	<input type="checkbox"/>
Relativamente	<input type="checkbox"/>
Escasamente	<input type="checkbox"/>
Nulamente	<input type="checkbox"/>

5. **¿Consideras que tienes la capacidad para corregir a alguien que está usando una entonación incorrecta?**

Totalmente	<input type="checkbox"/>
Moderadamente	<input type="checkbox"/>
Relativamente	<input type="checkbox"/>
Escasamente	<input type="checkbox"/>
Nulamente	<input type="checkbox"/>

6. **¿Puedes identificar diferentes tipos de entonación cuando lees un texto en voz alta o cuando participas en un diálogo?**

Totalmente	<input type="checkbox"/>
Moderadamente	<input type="checkbox"/>
Relativamente	<input type="checkbox"/>
Escasamente	<input type="checkbox"/>
Nulamente	<input type="checkbox"/>

Appendix C: Pre test and post test tasks

Texts retrieved from: http://toefl.uobabylon.edu.iq/papers/itp_2015_3112227.pdf

Situation A: *Person 1's mother had asked her to go grocery shopping before she went to work this morning. Since Person 1 is still busy with her homework, she asks her sister Person 2 to go to the market for her.*

- 1 **Person 1:** Mom had asked me to go grocery shopping before she left for work this morning, but I need to finish my school project. Can you go for me?
- 2 **Person 2:** I guess I can. I am done with my homework. What did mom want you to buy?
- 3 **Person 1:** Well, she wanted me to buy enough groceries for the whole week. Besides meat, some fish and vegetables, we can buy whatever else we want for snacks and breakfast.
- 4 **Person 2:** What do you want for breakfast?
- 5 **Person 1:** I guess some cereal as usual.
- 6 **Person 2:** I do not want cereal everyday. I will buy some pancakes and syrup then.
- 7 **Person 1:** Get the new FineFood pancakes in the frozen food section please. I want to see how it tastes.
- 8 **Person 2:** Do we still have enough coffee and cream for mom and dad?
- 9 **Person 1:** Yes, we do. Talking about coffee and cream, you better buy some milk also. We almost ran out of it.
- 10 **Person 2:** Next, what do you want for snacks?
- 11 **Person 1:** Some chips would be fine with me. You probably want your chocolate cookies.
- 12 **Person 2:** I better write down all these things; otherwise, I will forget them by the time I get to the market. I would hate to make two trips to take care of things.
- 13 **Person 1:** Right! As far as meat, mom wants some pork and some chicken.
- 14 **Person 2:** Just any kind of pork?
- 15 **Person 1:** I forgot to ask mom about that. Anyways, you can ask the butcher for his opinion. He knows what is best.

Situation B: *Person 1 and Person 2: will start their first semester at the University of Southern California soon, and they are trying to find an apartment before school starts.*

1 **Person 1:** Hey, What are you doing here?

2 **Person 2:** I am looking for an apartment to rent. What are you doing here? Looking for an apartment also?

3 **Person 1:** Yes. Since my parents' house is so far away, I need to find an apartment closer to school. I thought you were going to stay at the school dormitory.

4 **Person 2:** I still have not decided whether to stay at the dormitory or not. I am looking at different options to find the cheapest lodging.

5 **Person 1:** So, what are you looking for?

6 **Person 2:** All I need is a place big enough for my bed, my desk and my television. Of course, the place should have a kitchen so that I can cook my meals. I will be living on a very tight budget and will have to watch every dime.

7 **Person 1:** Me too. I cannot work full-time like I did during the summer. I will cut down on my workload in order to spend most of the time on my studies. So, a safe and decent apartment is all I need.

8 **Person 2:** How long have you been looking?

9 **Person 1:** I just started this week. Since school is going to start next month, I figured I better start the process as soon as possible.

10 **Person 2:** It is not easy to find an apartment to your liking that does not cost a lot. I have been looking at the ads in the newspaper for two weeks, and I still have not found anything yet.

11 **Person 1:** Really? Is it that difficult to find an apartment?

12 **Person 2:** No, it is just that everything I like so far is too expensive and way beyond my reach.

13 **Person 1:** Is it because they are very close to school? I heard that the closer they are to school, the higher the rental cost.






14 **Person 2:** Maybe that is the problem. Since I do not have a car, I need to find something close to school.

Appendix D: Instructional materials

Instructional material 1

Retrieved and adapted from:

[https://www.uts.edu.au/sites/default/files/Pronunciation%204%20%20Intonation%20%26%20Connected%20Speech%20\(MaryAnn\).pdf](https://www.uts.edu.au/sites/default/files/Pronunciation%204%20%20Intonation%20%26%20Connected%20Speech%20(MaryAnn).pdf)

Example	Communicative purpose and function
 It was <u>interesting</u>	You are giving information. You are certain and confident about the information. This is a statement.
 It was <u>interesting</u> (?)	This intonation could indicate that this is a question even though the grammar indicates a statement. It could also indicate that you aren't sure or that you haven't finished yet. Question or incomplete statement.
 It was <u>interesting</u> ...	You have more to say. Incomplete statement.
 It was <u>interesting</u> ...	You have some doubts or reservations or you want to qualify this with more information. You may also be referring to what has already been said or will be said.
 It was <u>interesting</u> !	You want to emphasise this. Depending on the context, you may feel enthusiastic, happy or surprised. Or you may want to contrast or contradict what someone else has said. Exclamation.

Instructional material 2

Customized Power Point slides

WHAT IS INTONATION?



- It is a movement, variation or change in voice pitch when we speak in order to emphasize our intentions
- It is the “musical” characteristic of spoken language

WHY IS INTONATION IMPORTANT?



- Intonation does not make differences between words. It only relates to intentions
- It helps us understand the speaker's attitudes
- It helps identify our turn to speak

WHY IS INTONATION IMPORTANT?

- It communicates grammatical meanings:
 - **Example:** we use different tones for different questions?
 - “Are you serious?” “What time is it?” “Really?” “What’s your name?”
- It helps us focus on the speaker’s feelings
- It shows the relationship with our interlocutor
 - Example: a close friend, a boss, an unknown person

HOW DOES INTONATION WORK?

- Intonation operates on a system of contrasts. But now the contrast is between the movement of the voice UP (↗) or DOWN (↘).
- Intonation can change the meaning of what a person says even when the same words are used.

INTONATION TONES



3

2

1

INTONATION PATTERNS

- Rise or rising pattern



- Fall or falling pattern



- Rise-fall Pattern



- Fall-rise pattern



Instructional material 3

Retrieved from: <http://content.losemyaccent.com/live/Intonation.pdf>

Falling, Rising, and Non-Final Intonation Patterns

Rising and falling intonation patterns are an important part of American English. These intonation patterns do for your speech what punctuation does for your writing. They indicate pauses, stops, and questions and also communicate emotions. Varied intonation tells your listener whether you are finished talking or not, if you are asking a question, and whether you are excited, angry, surprised or confused. Not using these rising and falling patterns can confuse the listener and can also leave your speech sounding monotone. Another common misuse of these patterns is the current trend toward "upspeak," which is ending each sentence with a rising intonation. This makes the speaker sound insecure and makes their statements sound like questions. Following the guidelines below for using rising, falling, and non-final intonation will make your speech clearer and more engaging for your listener.

Falling Intonation

This is when your pitch lowers at the end of a phrase or sentence. We use falling intonation at the end of a statement or with a question that uses who, what, when, where, why, or how.

Statements

1. I went to the store.
2. She has a new car.
3. I have to work late tonight.
4. My computer is broken.
5. He is coming home.

Questions

1. Who was that?
2. What is his name?
3. When will we leave?
4. Where are you going?
5. Why did you leave?
6. How did he fall?

Rising Intonation

This is when your pitch goes up. It is used when asking a yes/no question.

Statements



1. Is his name John?
2. Are you leaving?
3. Are we going to the movies?
4. Is it true?
5. Can you believe it?

Rising vs. Falling

Let's contrast the rising and falling intonation between Wh- questions and yes/no questions.

Yes/No	Wh- Question
1. Is his name John?	What is his name?
2. Does he have a car?	Which car is his?
3. Are you going to the store?	Where are you going?
4. Did you finish the report?	When will you finish the report?
5. Is that your boss?	Who is that?
6. Are you feeling okay?	How are you feeling?
7. Did you take my pen?	Why did you take my pen?

Non-Final Intonation

Non-final intonation is a pattern within a sentence that includes rising intonation followed by falling intonation in the same sentence. We use non-final intonation for unfinished thoughts, introductory words and phrases, with a series of words, and when expressing choices.

Unfinished Thoughts

When you raise your pitch at the end of a phrase, it indicates that your thoughts are not complete, even if you stop talking. For example:

1. If I had a million dollars...
2. When I grow up...
3. If she would just listen to me...

Finished thought Unfinished, then completed

1. I have a million dollars. If I had a million dollars, I would take a nice vacation.
2. I am an adult. When I am an adult, I will live in my own apartment.

1. Is his name John?
2. Are you leaving?
3. Are we going to the movies?
4. Is it true?
5. Can you believe it?

Rising vs. Falling

Let's contrast the rising and falling intonation between Wh- questions and yes/no questions.

Yes/No	Wh- Question
1. Is his name John?	What is his name?
2. Does he have a car?	Which car is his?
3. Are you going to the store?	Where are you going?
4. Did you finish the report?	When will you finish the report?
5. Is that your boss?	Who is that?
6. Are you feeling okay?	How are you feeling?
7. Did you take my pen?	Why did you take my pen?

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3. If she would just listen to me...

Finished thought Unfinished, then completed

1. I have a million dollars. If I had a million dollars, I would take a nice vacation.
2. I am an adult. When I am an adult, I will live in my own apartment.

Examples

1. Please go to the store and get milk, eggs, and bread.
2. That sweater comes in black, gray, white, and red.
3. He can play football, soccer, baseball, and tennis.
4. You need to read the book, go to class, study hard, and do well on the test.
5. I went to work, sat in a meeting, wrote a proposal, talked to the customer, and then came home.

Expressing Choices

Non-final intonation can also be used when offering two or more choices in a question.

Examples

1. Do you want the blue one or the red one?
2. Is he coming tonight or tomorrow?
3. Will you be bringing salad, bread, or dessert?
4. Do you live in New York or New Jersey?
5. Is the delivery date in August or September?

Instructional material 4

Retrieved from: <https://englishwithjennifer.wordpress.com/2011/06/16/ups-and-downs-an-activity-to-practice-intonation-patterns/>

Ups and Downs: An activity to practice intonation patterns

Instructions for the teacher:

Step 1 – Review the following patterns with the students.

Falling (↘) What did you do last weekend?

Rising (↗) Did you go anywhere special?

Low-rise, falling (↗ | ↘) When the weather is nice, I play tennis.

Remind students that yes-no questions have rising intonation. *Wh-* questions usually have falling intonation, as do simple sentences. Compound and complex sentences often have a low-rise pattern in the first clause and falling intonation in the second.

Step 2 – Copy and cut out all the statement cards. (See next page.) If you have a large class, make duplicates and have students do this activity in groups. You need one statement card for each student. Be sure to use an equal (or close to equal) number of cards with each intonation pattern. For example, 4 rising, 4 falling, and 4 low-rise.

Step 3 – Students will move around the room and start sorting themselves into three groups according to the patterns on their cards. They may not show their cards to one another. They can make matches only by reading their sentences aloud.

Step 4 – Have students sit in their groups. Each group will take a turn reading their sentences aloud. The class will listen and repeat after each reader. Correct any reader who does not accurately produce the intonation pattern.

Step 5 – Students must pair up with someone from another group. (It is all right to form a threesome if there is an odd number of students.) In these pairs, students will create a dialog of 5 to 7 lines, which include the two (or three) sentences they just practiced.

Model:

A: What did you do last weekend?

B: I played tennis.

A: Do you always play tennis on the weekend?

B: When the weather is nice, I play tennis. Do you play?

A: No.

Step 6 – Students will role play their dialog for the class. The class must take notes during each reading and identify the intonation pattern of each line. Tell them to take notes, using arrows to indicate the patterns heard. At the end of each dialog, confirm the patterns heard.

Ups and Downs: An activity to practice intonation patterns

Copy and cut out.

What are your plans for the weekend? (↘)	Are you doing anything special on the weekend? (→)
How much studying will you do this weekend? (↘)	Will you spend any time outdoors this weekend? (→)
Where do you like to spend your free time? (↘)	Do you play any sports? (→)
When do you usually study English? (↘)	Is the weather going to be nice this weekend? (→)
Can you cook? (→)	When I can find the time, I like to rollerblade. (→ ↘)
I'd like to have a picnic with some friends. (↘)	If the weather is nice, my family will have a barbeque. (→ ↘)
I enjoy reading walking in the park. (↘)	I'll go hiking with friends, and we'll camp over night. (→ ↘)
I like to stay in shape, so I always make time for jogging. (→ ↘)	I know how to cook, but I don't really enjoy it. (→ ↘)

Appendix E: Notes of Instructional sessions

Instructional session 1

Date of the session: January 28th, 2019

Duration of the session: 22 minutes

Subjects: Teacher (T) Participants (P)

Description:

The teacher (T) started the session by informing participants (P) that they were going to take a special mini course on intonation which was going to last various sessions during the second term of their academic semester. Then, he informed them that they were going to be recorded on camera yet their anonymity was to be strictly considered. T initiated instruction by providing a concise definition of intonation while showing slides on the screen. Next, T asked P what intonation meant for them. One participant answered in English: “*It is, Teacher, when I can say something...(unintelligible)... o sea (Spanish)...*” [Classroom laughs] . T encouraged the student’s participation and clarified to P that they could answer either in English or Spanish. Then, another participant answered: “*Es la forma en como suenan las palabras (Spanish)* [Translation: It is the way words sound]”. T reinforced the participant’s intervention. Another participant added: “*Por ejemplo cuando uno afirma o hace una pregunta (Spanish)* [Translation: For example, when one affirms or asks a question]. T continued by asking P whether they could notice any differences in their voice when they were speaking either Spanish or English. Also, T asked whether P could realize when someone is using the correct intonation to communicate something. Some participants nodded, the rest of P did not show any apparent response.

Next, T led P’s attention towards the projection screen. There, he explained the concept of intonation (Instructional material 2, Appendix D). He highlighted the fact that speakers use

different intonation in Spanish and in English given the characteristics of both languages. Also, he pointed out that every language has inherent intonations that help others identify which language a speaker is using. Later, T remarked the importance of intonation and how knowledge about intonation could improve P's oral communicative skills. T explained six characteristics of intonation to P. As T set examples of each characteristic P nodded to confirm apparent understanding and agreement. P intervened to set other similar examples as characteristics were expounded. T concluded this first part by summarizing the concept and characteristics of intonation.

Afterwards, T instructed P to do an exercise to identify the six characteristics he had previously explained. T had previously pasted 5 phrases written on pieces of paper around the classroom walls. Each slip of paper contained the same phrase “*It was interesting*” marked with arrows that indicated the movement of the voice (intonation) along the phrase. In front of each phrase, there was a corresponding explanation (see Instructional material 1, appendix D).

At this point, T had the P mingle around the classroom. P were instructed to go from phrase 1 through phrase 5 on the wall and notice the characteristics T had formerly explained. In pairs, P revised each phrase and interacted among themselves. P compared the phrases and gave explanations to one another. This activity lasted 5 minutes. Next, T encouraged P to share their findings during the activity. P explicitly acknowledged that they realized about the different meanings, intentions and feelings that each phrase might communicate. Then, T asked P whether they had noticed the arrows that marked the intonations on each phrase. A participant expressed that the arrows seemed to show the rhythm a speaker needs to employ depending on his intention. Here, T explained that those arrows elucidate the system of contrasts through which intonation operates, the move-ups and move-downs of the voice during intonation. T clarified that speakers can use the same phrase to indicate different intentions in distinct contexts. He pointed out that

speakers emphasize only on one part of an utterance to mark the intonation. He set several examples with the phrase “*This is my house*”. He repeated the phrase several times but emphasizing on a different word each time. P intervened to explain the meaning of the phrase for each case. T stopped the session and informed the P that they were going to continue next class.

Instructional session 2

Date of the session: February 4th, 2019

Duration of the session: 26 minutes

Subjects: Teacher (T) Participants (P)

Description:

T started the session by reminding P what they had studied in session 1. He elicited from P the six characteristics of intonation he had formerly explained. P responded accordingly. Then, T introduced the intonation of wh-questions and yes-no questions. First, T elicited from P the grammar elements (auxiliaries, pronouns, etc) that make these types of questions in English to contextualize P. He wrote an example of each one on a board, thus, he indicated that questions have distinct intonations and vary according to speakers’ intentions. T added that intonation changes in relation with the type of utterance that speakers use: questions, statements or commands. He underlined that voice changes determine several intonation patterns. He explained that the speakers employ a particular pattern that shows variations in the voice tones described as low, mid or high.

Next, T expounded the four patterns of intonation through slides: rise, fall, rise-fall and fall-rise and. T signaled every pattern with arrows that marked the voice variations (see Instructional material 2, appendix D). Later, T showed some wh-questions on the screen (See Instructional Material 3, Page 1, Appendix D) and asked P to say the questions and indicate what

pattern they could possibly have. Then, he read the questions aloud and clarified that all wh-questions had a falling intonation. P intervened to indicate what pattern they could notice as T read the questions. Afterwards, T asked P to read some yes-no questions shown on screen (See Instructional Material 3, Page 2, Appendix D). T summarized this part by mentioning the patterns and how each pattern corresponds to each type of question.

At this point, T carried out a drilling activity. T showed other examples of wh-questions contrasted to yes-no questions. He had P read the questions and compare intonation patterns as they read. Then, he showed the examples of the Instructional Material 3 again and had each participant read one question using wh-questions and yes-no questions. He repeated the exercise twice switching the questions that each participant would read, then he repeated the exercise as a whole class. T revised the patterns again. He highlighted that wh-question use the fall pattern at the end and yes-no questions use the rise patterns at the end. Finally, T informed P that they would study the other patterns (rise-fall and fall-rise) next class and finished the session.

Instructional session 3

Date of the session: February 11th, 2019

Duration of the session: 40 minutes

Subjects: Teacher (T) Participants (P)

Description:

T started the session by reminding P what they had studied in session 2. He elicited from P the four intonation patterns he had previously explained. He emphasized that last session was focused mainly on the rise and the fall patterns which are employed in yes-no questions and wh-questions accordingly. T introduced the intonation of statements and commands in English. He had random P read some statements shown on the screen as seen on (see Instructional Material 3,

Page 2, Appendix D), thus he added that statements usually have a falling intonation unless the speaker's intention changes. Then, he explained on the board that wh-questions and statements both generally have the falling intonation. Here, T wrote some imperatives sentences on the board. He asked P to say the sentences and identify what pattern they possibly used. P came up with diverse answers therefore he clarified that imperatives usually have a falling intonation unless the speaker changes his/her intention. Next, he used the rising intonation to show P how the same imperatives sentences change their intention.

Subsequently, T presented to P the rise-fall and the fall-rise patterns and how they are noticeable in longer sentences, introductory expressions and within finished and unfinished ideas. T set some examples on the screen as seen on (see Instructional Material 3, Page 2 through 4, Appendix D). Meanwhile, P intervened to indicate in which part of the sentences or expressions each pattern occurred. Teacher clarified again that rising intonation is used for unfinished ideas and falling intonation for finished ideas. He set other examples orally to indicate the use of the patterns. T had P read some examples of rise-fall phrases on the screen while signaling with his hand and a pausing voice the part in which each pattern occurs. Then, T presented some introductory phrases in which one can find rising intonation. A participant intervened to set other examples of introductory expressions. After this, T did a drilling activity. P had to read long statements containing rise-fall and fall-rise intonation (see Instructional Material 3, Page 4, Appendix D). T explained that rise-fall intonation when expressing choices. He had P read some expressions on the screen. Then, he wrote some examples on the board to present the fall-rise pattern. He had random P read aloud.

Next, T highlighted that for communication to be natural, intonation needs to be considered. He instructed P to work in pairs. He handed out an activity (see Instructional material 4, Page 2, Appendix D). He explained the instructions of the activity. P had to read the sentences

aloud in pairs and notice the patterns. P seemed to be explaining one another the different intonation patterns and pronouncing the phrases. T monitored the activity. After ten minutes of P's free interaction, he approached each group to provide feedback and make corrections in the exercise as P read the phrases. After this, T had P read the phrases as a whole class. Some P intervened meanwhile to correct their partners when they apparently made mistakes, especially in phrases where falling intonation was necessary. T reinforced the corrections. T repeated the exercise individually. It was noticed that the phrases where falling intonation was used, required from P to repeat them twice. Finally, T read the phrases for P to confirm the correct intonation.

Subsequently, T handed out some slips of paper containing a short dialogue (See Instructional material 4, Page 1, Appendix D). P joined in pairs. He allowed P to revise the dialogue. T recommended P to try to sound as natural as possible and apply what they had learnt previously. P practiced the dialogue in pairs while T monitored them. Next, T had each pair stand up and read the dialogue aloud for the whole class to listen. T asked the P whether they noticed the patterns and any mistakes their partners made. Here, he had P read one line of the dialogue randomly. Thus, one participant read line 1, another did line 2, another read line 3 and so forth. T provided feedback on the positive and weak aspects of the activity. Then, he wrapped up the session by connecting it to the topic he had planned for that day according to the curriculum.

Appendix F: Reading aloud Task

Taken from: McKinglay & Parsons (2008). *Success: Beginner Students' Book*. Pearson Education: England.

BACK TO BLACK!

Look around you – your house, the shops, the streets. What colours can you see? Fashions in clothes change quickly, but fashions in colours also change.

In British homes in 1995, TVs and mobile phones were black. Fridges were white and cars were red – but black was the serious colour of the 1990s.

Ten years later, it was very different. Silver was the new colour in the shops. In 2004, TVs weren't black – they were silver. Fridges, computers, cars and digital cameras were also silver. The whole world was silver!

Why was it so popular? One designer says, 'At the start of the 21st century, silver was very popular with designers. It was great for modern and smart things and fantastic for expensive things. It was also the perfect colour for technology.'

But fashions change fast ... Three years later, in 2007, silver wasn't the popular colour. The new things in the shops were black – but it was a different black. Mobile phones, cameras and MP3s were a new black – a glossy black. Why? You decide ...

1995

2004

2007

Author's Biography

Deidier Luis Diaz Martinez was born in 1984, in San Diego, a small town near Valledupar, the capital city of the Department of Cesar by the northeast of Colombia. He has been an English language teacher at different schools for many years, with experience in the training of teachers and students for national and international testing. Currently, he is a full-time university specialist in the teaching of English as a foreign language and passionate for the fields of phonetics and instruction on pronunciation from the perspective of contrastive methods in bilingual contexts. During the last 4 years, he has presented as a lecturer at different events related to language teaching and learning with topics oriented towards the study of prosody and the implementation of didactic tools to enhance awareness on the oral and perceptual aspects of language. Enthusiasm and dynamism are some of the features that have led him to develop further interest towards the researching of prosody to promote learners' effective oral communication and update methodologies that enrich the area of language education.